DOCUMENT RESUME

ED 205 324	RC 012 837
AUTHOR	Nelson, JoAnne, Ed.: And Others
TITLE	Small Schools Reading Curriculum, 9-12: Scope, Objectives, Activities, Resources, Monitoring Procedures.
INSTITUTION	Educational Service District 189, Mt. Vernon, Wash.: Washington Office of the State Superintendent of Public Instruction, Olympia.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	79
NOTE	383p.: For related documents, see RC 012 825-836 and RC 012 838-851.
EDRS PRICE	MF01/PC16 Plus Postage.
DESCRIPTORS	*Behavioral Objectives: Educational Objectives: Informal Assessment: *Instructional Materials: *Learning Activities: Oral Reading: Reading Comprehension: *Reading Instruction: Secondary Education: Silent Reading: *Small Schools: State Curriculum Guides: *Student Evaluation: Study Skills: Teaching Methods: Vocabulary Skills: Word Recognition
IDENTIFIERS	Washington

ABSTRACT

Designed to assist teachers in small schools with the improvement of curriculum and instruction and to help smaller districts which do not have curriculum personnel to comply with Washington's Student Learning Objectives (SLO) Law, this guide contains reading curriculum materials for grades 9-12. The objectives listed are correlated to the Goals for Washington Common Schools and to broad K-12 reading goals. The format consists of a sequential list of student learning objectives related to a specific area of the reading curriculum, followed by pages which feature one or more objectives and include activities, monitoring procedures, and possible resources used in teaching the objectives. Grade recommendations for teaching the objectives at the secondary level are very broad, reflecting that courses are often non-graded or that students must enroll in some basic courses to meet competency or graduation requirements. Where applicable, the relatedness of an objective to other curriculum areas is shown. Particular effort has been given to correlating the materials with the areas of Environmental Education and the use of the newspaper in the classroom. Reading scope areas for grades 9-12 include word recognition skills, vocabulary, comprehension, oral and silent reading, reading rate, and reference skills.

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Rec 29-07-81

ED205324

July 1979

SMALL SCHOOLS
READING
CURRICULUM

GRADES 9-12

RC012837

Dr. Frank B. Brouillet, State Superintendent of Public Instruction,
Olympia, Washington

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SMALL SCHOOLS
READING CURRICULUM
9-12

Scope

Objectives

Activities

Resources

Monitoring Procedures

Working Copy

June 1979

This is a publication of the Instructional and Professional Services Division of the State Superintendent of Public Instruction, Olympia, Washington.

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ACKNOWLEDGEMENTS

The Small Schools Student Curriculum Materials were written by a consortium of teachers, administrators from local school districts and Educational Service District #189. Funds were provided by Title IV C and the Office of Superintendent of Public Instruction.

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APPRECIATION

Many Educators have been involved in the development of the Small Schools curriculum materials. Of these, Robert Groeschell, now retired from the Office of the Superintendent of Public Instruction, deserves special recognition for his insight, leadership and support in initiating the Small Schools Curriculum Project.

In order to provide assistance to small school districts, a curriculum assessment was conducted by Mr. Groeschell in the spring of 1975. The findings of this assessment pointed out the need for the development of curriculum guidelines to assist small school districts in identifying learning objectives and in planning for program implementation. These findings served as a basis for originally funding the Small Schools Curriculum Project.

Dr. Don Hair, Dr. Monica Schmidt and Bill Radcliffe should be given recognition for their efforts in seeing that the project has continued from the original K-3 efforts to completion of guidelines 9-12.

Appreciation is also extended to Dr. Charles Murray, Superintendent, and the staff of ESD 189 for providing meeting space, equipment and resources which facilitated the development of the Small Schools Curriculum materials.

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INTRODUCTION

The Small Schools Project Objectives 9 - 12 were developed during the 1978-79 school year through the cooperative efforts of three levels of educational organization: ten Snohomish and Island County school districts, Educational Service District 189 and the State Office of Public Instruction. Funds were provided through Title IV C and SPI, with ESD providing in-kind services.

Process Procedure. ESD 189 personnel and selected curriculum specialists first identified objectives in three disciplines, language arts, mathematics and reading to serve as a basis for a goal based curriculum in the three disciplines. A cadre of secondary teachers from the ten consortium schools (Arlington, Darrington, Granite Falls, Lake Stevens, Lakewood, Monroe, Snohomish, Stanwood, Sultan and South Whidbey) then proceeded to use the objectives list as a base for curriculum development. The objectives listed in this document represent the final product of the curriculum specialists and secondary classroom teachers. The third step in the process was to involve secondary classroom teachers in writing activities to accompany the objectives. The objectives, and activities with these accompanying monitoring procedures and resources make up the curriculum guideline.

ORGANIZATION OF BOOK

Book Covers and Objective pages for Small Schools materials have been color coded for each subject with reading being white.

Following each colored objectives page there are usually several pages which identify activities, resources and monitoring procedures which may be used when teaching to the objective(s). (See pages x and xi of this book for more detailed explanation of the format.) Within each curriculum book the objectives have been correlated to the Goals for the Washington Common Schools and to the Small Schools Program goals for reading. A limited number of activities have been written for some areas of the scope of secondary reading, since most instructors use the text as the basis for instruction. Users of this material are asked to suggest activities that might be added to this book following its field testing and prior to final printing.

RELATIONSHIP TO THE SLO LAW

The purpose of this book and all other Small Schools materials is to assist teachers with the improvement of curriculum and instruction. In addition, it is expected that many smaller districts lacking curriculum personnel will find this book helpful in complying with the SLO Law. (This law requires districts to identify student learning objectives grades nine through twelve in the area of language arts, reading and mathematics and initiate implementation of such a program on or before September 1, 1981.)*

Contained within this book are many more objectives than any district would choose to identify as their SLO objectives.

The approach of the Small Schools Project Consortium was first to develop a curriculum, grades 9-12, in mathematics, language arts and reading using a goal base model. Thus the objectives contained in this book, although they may be helpful in meeting the intent of the law, were really designed as instructional objectives and not specifically for the SLO Law. The consortium also made a decision to develop a taxonomy of objectives for each discipline 9-12 and deliberately chose not to develop objectives for specific courses. Secondary teachers thus are free to choose objectives from the taxonomy to build their specific courses in this discipline.

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*See "Guide to the Student Learning Objectives Law," RCW 28A. 58.090 SPI, Olympia, Washington 98504

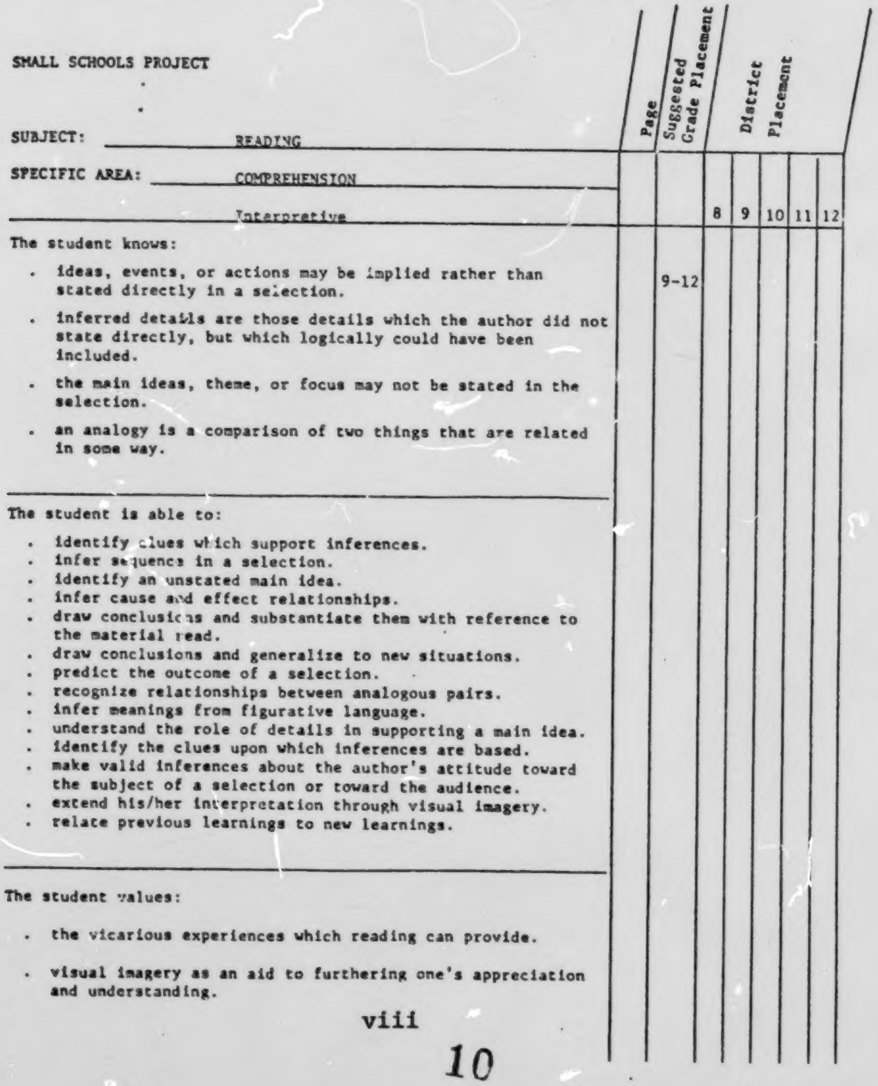
FORMAT

One unique feature of the Small Schools Curriculum is the format or arrangement of information on the page. The format was developed in order to facilitate the transportability of the product by allowing districts to personalize the curriculum materials to meet their own educational programs. The Small Schools Format provides a simple arrangement for listing objectives and identifying activities, monitoring procedures, and resources used in teaching.

Page One

The first format page lists the sequence of student learning objectives related to a specific area of the curriculum for either reading, language arts, mathematics, science or social studies. For each objective a grade placement has been recommended indicating where each objective should be taught and mastered. The grade recommendation for the secondary level is very broad reflecting that courses are often non-graded or that students must enroll in some basic courses to meet graduation or compentency requirements.

Columns at the right of the page have been provided so district personnel can indicate the grade placement of objectives to coincide with the curriculum courses in their schools. District personnel may also choose to delete an objective by striking it from the list or add another objective by writing it directly on the sequenced objective page.



SMALL SCHOOLS PROJECT

SUBJECT: READING

SPECIFIC AREA: COMPREHENSION

Interpretive

	Page	Suggested Grade Placement	District Placement 8	9	10	11	12
The student knows: . ideas, events, or actions may be implied rather than stated directly in a selection. . inferred details are those details which the author did not state directly, but which logically could have been included. . the main ideas, theme, or focus may not be stated in the selection. . an analogy is a comparison of two things that are related in some way.		9-12					
The student is able to: . identify clues which support inferences. . infer sequence in a selection. . identify an unstated main idea. . infer cause and effect relationships. . draw conclusions and substantiate them with reference to the material read. . draw conclusions and generalize to new situations. . predict the outcome of a selection. . recognize relationships between analogous pairs. . infer meanings from figurative language. . understand the role of details in supporting a main idea. . identify the clues upon which inferences are based. . make valid inferences about the author's attitude toward the subject of a selection or toward the audience. . extend his/her interpretation through visual imagery. . relate previous learnings to new learnings.							
The student values: . the vicarious experiences which reading can provide. . visual imagery as an aid to furthering one's appreciation and understanding.							

Page Two

On the second format page, one or more objectives from the first format page are rewritten and suggested activities, monitoring procedures and possible resources used in teaching to the objective(s) are identified. The objectives are correlated to the State Goals for Washington Common Schools and to broad K-12 program goals. The suggested grade placement of the objectives and the activities is indicated and, wherever applicable, the relatedness of an objective to other curriculum areas have been shown. Particular effort has been given to correlating the materials with the areas of Environmental Education, and the use of the newspaper in the classroom.

Below is an example of a completed second format page. Teachers and principals in local districts may personalize this page by listing their own resources and by correlating their district goals to the student learning objectives.

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to predict the outcome of a selection.

B. The student is able to draw conclusions and substantiate them with reference to the material read.

State Goal	1,8
District Goal	
Program Goal	2,6

Related Area(s) ____

Suggested Activities: Grade(s) 9 - 12

Title: Predicting the outcome
Group Size: Individual or entire class
Materials: Any short story or situation with a likely outcome.

Procedure(s):

- Read a short story or situation to the class or have individuals read the story to themselves

Example:

In the 1950's, a Florida woman freed a pair of her pet birds. These birds were starlings, a native of Europe. The starlings have a very general diet, are aggressive towards other birds, and are very wary of man. The starling is a hearty bird and is well adapted to survival. It not only competes with native birds for food, some of which have very specialized diets, but actually attacks some of our native birds in order to take over their nests. The Starling also breeds at a very rapid rate and it is common for a pair of these birds to have five or more groups of young each year.

By the early 1970's, America was beginning to learn about this bird. By then, huge flocks of starlings were plagueing the southeastern U. S. They not only would strip crops in a matter of hours, but in route to their feeding and nesting grounds they dropped large quantities of waste. It got so bad in some areas that it became impossible to hand clothes out to dry as the birds would soil them. Furthermore, the waste was so strong that it killed the trees in their nesting areas, not to mention the fact that it damaged pain on automobiles. The

Suggested Monitoring Procedures

Check student responses that are written out

Open discussion

Suggested Resources

Any short story or made up situation with a predictable outcome.

Practice Book Encore
Houghton Mifflin
Page 81, 87, 56, 60

Practice Book Accents
Houghton Mifflin
Page 69, 42, 45

District Resources

DEFINITION OF FORMAT TERMS

Subject indicates a broad course of study. The subject classifies the learning into one of the general areas of the curriculum, i.e., reading, mathematics, social studies.

Specific Area indicates a particular learning category contained within the subject. Within the subject of reading there exist several specific areas, i.e., comprehension, study skills, word attack skills.

State Goal indicates a broad term policy statement relating to the education of all students within the State of Washington. In 1972 the State Board of Education adopted 10 State Goals for the Washington Common Schools.

District Goal generally reflects the expectations of the community regarding the kinds of learning that should result from school experience. These goals are employed mainly to inform the citizenry of the broad aims of the school. When district goals are correlated to student learning objectives, community members are able to see how their expectations for schools are translated daily into the teaching/learning process of the classroom.

Program Goals are K-12 goals which do not specify grade placement. These goals provide the basis for generating subgoals or objectives for courses or units of study within a subject area. Program goals are used as a basis for defining the outcomes of an entire area of instruction such as mathematics, language arts or social studies.

Student Learning Objectives

The three major types of learning objectives which have been identified are knowledge, process and value objectives.

> Knowledge Student Learning Objectives identify something that is to be known and begins with the words, "The student knows..." Knowledge objectives specify the knowledge a student is expected to learn. These objectives include categories of learning such as specific facts, principals and laws, simple generalizations, similarities and differences, etc.
>
> An example of a Knowledge Student Learning Objective is: "The student knows guide words in a dictionary indicate the first and last words on the page."
>
> Process Student Learning Objectives identify something the student is able to do and begins with the words, "The student is able to..." These objectives are associated with the rational thinking processes of communication, inquiry, problem solving, production, service and human relationships.
>
> An example of a Process Student Learning Objective is: "The student is able to associate a consonant sound with the letter name."
>
> Value Student Learning Objectives identify only the type of values which foster the context of the discipline. These objectives are thought to be most uniformly and consistently approved by society as supporting the major aims of the discipline.
>
> An example of a Value Student Learning Objective is: "The student values reading as a worthwhile leisure time activity."

Suggested Learning Activities describe the behavior of both the teacher and students. The instructional strategies employed by the teacher, as well as the activities undertaken by the students, are included in this section. Each activity includes materials, group size and procedures.

Suggested Monitoring Procedures indicate informal methods for determining the progress a student is making towards the attainment of the objective. These methods include techniques such as teacher observation, student interest and attitude surveys and recording results of classroom instruction.

Possible Learning Resources indicate materials, teacher-made or commercially produced, which are needed by both the teacher and students in order to accomplish the learning activities.

GOALS FOR THE WASHINGTON COMMON SCHOOLS

1. As a result of the process of education, all students should have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgment and imagination in perceiving and resolving problems.

2. As a result of the process of education, all students should understand the elements of their physical and emotional well-being.

3. As a result of the process of education, all students should know the basic principles of the American democratic heritage.

4. As a result of the process of education, all students should appreciate the wonders of the natural world, human achievements and failures, dreams and capabilities.

5. As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process.

6. As a result of the process of education, all students should interact with people of different cultures, races, generations, and life styles with significant rapport.

7. As a result of the process of education, all students should participate in social, political, economic, and family activities with the confidence that their actions make a difference.

8. As a result of the process of education, all students should be prepared for their next career steps.

9. As a result of the process of education, all students should use leisure time in positive and satisfying ways.

10. As a result of the process of education, all students should be committed to life-long learning and personal growth.

READING PROGRAM GOALS
(K-12)

1. The student desires to read and through self-initiative, seeks out reading for pleasure and knowledge.

2. The student develops a functional reading level to satisfy personal, social, educational, environmental and vocational needs and interests.

3. The student possesses word recognition skills (visual discrimination, auditory discrimination, phonetic analysis and structural analysis) necessary to read.

4. A. The student's vocabulary is expanded through involvement in reading.

   B. The student possesses an appreciation for the power of words and proficiency in the use of words.

5. The student possesses listening skills necessary for development in reading.

6. The student possesses comprehension skills necessary to understand, interpret, evaluate and respond to printed materials when reading both orally and silently.

7. The student possesses study reference skills necessary to satisfy personal, social, educational, environmental and vocational needs and interests.

8. The student possesses general reading study techniques which promote optimum learning in content area subjects.

SMALL SCHOOLS PROJECT

READING

SCOPE
9-12

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  - Affixes
- C. Phonic Analysis 27

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- B. Bloom Where You're Planted
  - A Genealogical Approach to Study Skills
- C. Survival in the Classroom World
- D. Taxonomy of Reading Comprehension

SMALL SCHOOLS PROJECT

SUBJECT: READING

SPECIFIC AREA: WORD RECOGNITION

Contextual Analysis

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
. that contextual analysis is the primary approach to word recognition and vocabulary development through oral and written language.	5	9-12					
. that contextual analysis involves the student's personal knowledge of language as it relates to the way the language is used by the writer.							
. that there are many different types of contextual analysis clues depending upon the (word recognition) situation, i.e.,	3						
. Direct Explanation Clue - An outright explanation of the meaning of a word given to the reader.							
. Experience Clue - Indirect experience through reading and other learning.							
. Mood or Tone Clue - Meaning of a word harmonizes with author's tone.							
. Explanation Through Example - An example that illustrates the meaning.							
. Summary Clue - Reason out meaning by circumstances summing it up.							
. Synonym or Restatement Clue - Meaning inferred from repeated idea nearby.							
. Comparison or Contrast Clue - Meaning derived from word or idea already known.							
. Familiar Expression or Language Experience Clue - Using familiar common language patterns to infer meaning.							
. Words In A Series Clue - Meaning derived from a composite of all previous clues except explanation.							
. Inference Clue - Meaning derived from a composite of all previous clues except explanation.							
The student is able to:							
. use the context for the purpose of getting the meaning of an unknown word or assigning the appropriate meaning to a word having multiple meanings.	5						
. read unknown words by using context clues in combination with structural analysis and phonic clues.							
. use different types of context clues (e.g. direct explanation clue, experience clue, summary clue) as an aid to getting meaning.	3-5						
The student values:							
. the use of context and structural analysis as tools for expanding ones vocabulary.							

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that there are many different types of contextual analysis clues depending upon the situation. B. The student is able to use different types of context clues as an aid to getting meaning.

State Goal	1,9,10
District Goal	
Program Goal	3,4,8

Related Area(s) vocabulary, comprehension

Suggested Activities: Grade(s) 9-12	**Suggested Monitoring Procedures**	**Possible Resources**

Title: Contextual Analysis
Group size: entire class or small group
Materials: examples

Procedure(s):

- Explain to the group that you are going to teach them how to use contextual clues for the purpose of getting the meaning of a word.
- Present the following sentence on the chalkboard: "Tom loved to play football but he often became pursy."
- Ask the students if there is a word in that sentence which they can pronounce but do not know the meaning of. Then ask them to draw upon personal experience. What are the possibilities?
- After several students have responded, ask them what they are doing? (Guessing) Tell the students that is not what is meant by using the context to get the meaning of an unknown word.
- Explain that they are to look for 'word clues'. Ask them to identify words in the sentence which provide some clue to the meaning of pursy. Example: loved--but (pursy must be negative), football (has to do with vigorous activity), became (something a person can become).
- Add to the sentence: "When this would happen he would have to stop playing."
- Ask what the word clues are in this sentence. (Stop playing) Then ask what information 'stop playing' adds to the meaning of pursy? (whatever it is, it is severe enough to cause him to stop the game)

District Resources

The previous numbered page in the original document was blank

Suggested Activities: Grade(s) ________	Suggested Monitoring Procedures	Possible Resources
- Add the sentence: "If Tom could lose weight, he wouldn't be so short of breath." - Ask what the clues are in this sentence: (weight, short of breath) - Ask if they now know what pursy means? (short of breath or short-winded). - Explain to the students that when they are using context to get the meaning of a word that they will usually have to look for word clues throughout the paragraph and may have to look in the preceeding paragraph or the one which follows the paragraph containing the word with an unknown meaning.		

District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that contextual analysis is the primary approach to word recognition and vocabulary development through oral and written language.

B. The student is able to use different types of context clues (e.g. direct explanation clue, experience clue, summary clue) as an aid to getting meaning. C. The student is able to use the

Related Area(s) context for the purpose of getting the meaning of an unknown word or assigning the appropriate meaning to a word having multiple meanings.

State Goal	1,9,10
District Goal	
Program Goal	3,4,8

Suggested Activities: Grade(s) 9-12

Title: Context Questions
Group size: small group, entire class
Materials: sample questions for context

Procedure(s):

- Discuss different kinds of context questions with the students. (See examples below.) Start with the definition question.
- Put the following definition question on the chalkboard:
  "As he glided through the water, he met a school of small, flat fish."
- Ask the students to define the meaning of the word school in the above sentence.
- Give a sentence example where school is used in a different way.
- Continue with other types of context questions.

Examples:

- The Definition Question: What does school mean in this sentence? "As he glided through the water, he met a school of small, flat fish."
  The Semantic Question: "What other meanings do you know for the word school?"
- The Synonym Question: What other word(s) could be substituted for strict in the following sentence without changing the meaning of the sentence?
  "Jefferson began a policy of strict economy."
- The Antonym Question: "What word(s) could we substitute for strict in the above sentence to make the sentence mean the opposite of what it does now?"

Suggested Monitoring Procedures

Give the students a worksheet with questions similar to the context questions in the activity.

Possible Resources

How to Teach Reading, Revised Edition, Morton Botel, Follett Publishing Co.

Aukerman, Reading in the Secondary Classroom, McGraw Hill, 1972 p. 7

Dechant, Reading Improvement in The Secondary School, Prentice Hall, 1972 pp. 208-214

District Resources

Suggested Activities: Grade(s) _______

- The Homonym Question: "What word do you know that sounds the same as the italicized word in the following sentence, but is spelled differently and has a different meaning?: The *seams* of the boat were leaking."
- The Key-Word Question: "What does the italicized word mean in this sentence?: The Russians have placed the first man-made planet in *orbit*."

Above materials taken from *How To Teach Reading*, Revised Edition, by Morton Botel, Follett Publishing Company.

Title: Recognizing Kinds of Context Clues
Group Size: entire class
Materials: paper, pencils

Procedure(s):

- Provide students with a worksheet listing types of context clues (see following page).
- Types of context clues include: formal definitions, description, synonyms, etc. Select those appropriate for your grade level.
- Give students worksheet taken from following page.
- Have them write the type of context clue for each sentence.

Example: Synonym - A unicorn is not a real animal.

- Post test with exercise in monitoring procedures.

- Note: Emphasis will need to be given to the use of context as an aid in pronouncing an unfamiliar word.

Suggested Monitoring Procedures

After students have completed worksheet, give the following test:

1. unicorn
2. idle
3. fresco
4. Ceres
5. matriculate
6. ramjet
7. filigree
8. griffin

a. type of engine
b. to enroll or register
c. a Roman goddess
d. lace-like work in gold and silver
e. an imaginary animal with one horn
f. a mythological monster with the head of an eagle and the body of a lion
g. not moving
h. a painting on fresh plaster

Possible Resources

Read Better, Learn More, Book C, Teacher's Edition, Ginn 1972, pages 13-14.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s)

State Goal	☐
District Goal	☐
Program Goal	☐

Related Area(s)

Suggested Activities: Grade(s) 9-12	**Suggested Monitoring Procedures**	**Possible Resources**
For additional activities see Reading in the Content Areas: Using Contextual Analysis		
		District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources
28		29

RECOGNIZING DIFFERENT KINDS OF CONTEXT CLUES

Formal Definition:
A hammer is a tool with a metal head and a handle, used for driving nails.

Description:
A butterfly, which is often brightly colored, is a flying insect with four wings, two long feelers, and a sucking beak.

Example:
Violins, banjos, cellos, harps, lutes and zithers are stringed instruments.

Synonyms:
Peanuts are also known as groundnuts, groundpeas and goobers.

Comparison:
The map of Italy is shaped like a boot.

Contrast:
A person who calls other people names is not kind.

Origin:
Sports probably began as training for battle.

Apposition:
"Wild Bill" Hickock, an American frontier scout, was a great marksman.

Treasure Hunt--Using any books in the room, find one example of each of the above context clues.

IDENTIFYING CONTEXT CLUES

On the line before each sentence, write the kind of context clue that is used to assist the reader.

1. __________ The word cereal is from Ceres, the Roman goddess of grain.

2. __________ A unicorn is not a real animal.

3. __________ Modern airplanes are powered by various kinds of engines: piston, fan jet, turbojet, turboprop and ramjet.

4. __________ The Italian word for "fresh" is fresco, which gives us the name of a painting done on fresh plaster.

5. __________ Filigree is delicate, pretty, lacelike work in gold and silver wire.

6. __________ "Day after day, day after day,
We stuck, not breath nor motion;
As idle as a painted ship
Upon a painted ocean."
--S. Coleridge

7. __________ The griffin was a mythological monster with an eagle's wings, head, beak, and a lion's body, legs and tail.

8. __________ To matriculate is to enroll or register, particularly in a college or university.

Excerpt from Improving Reading in Every Class

by Ellen Lamar Thomas and H. Alan Robinson

Different Types of Context Clues

1. Direct explanation clue.
2. Experience clue.
3. Mood or tone clue.
4. Explanation through example.
5. Summary clue.
6. Synonym or restatement clue.
7. Comparison or contrast clue.
8. Familiar expression or language experience clue.
9. Words in a series clue.
10. Inference clue.

1. Direct explanation clue. Sometimes a writer realizes full well that he/she has used a word the reader may not know. In that case the writer may give an outright explanation of its meaning to assist the reader. The writer may tuck in a clear, unmistakable explanation.

> An ecologist, a scientist who specializes in the relationship between living things and their environment, is likely to have authoritative opinions on the problem of pollution vs. man's survival.

The use of the appositive construction (with the word or and commas, or with the commas alone) reveals to you beyond doubt that ecologist means an expert on environmental relationships. There can be no question as to the meaning. Here is one type of context clue that will not let students down.

In the next example, that is indicates that the phrase it introduces is an explanation of the word laser.

> The development of the laser--that is, a device which concentrates high energies from radiation into a narrow, sharply focused beam of light--has practical applications in medicine.

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Direct explanation clues are less obvious when they are not clearly marked by the appositive or the that is construction and when they are placed at a distance from the new word with a number of words intervening.

> Regardless of his many reforms and arguments, the senator was forced into a cul-de-sac by his opponents. What can a person--eminent senator or petty official--do to retrieve himself from a blind alley?

2. Experience clue. Often our own life experiences--or our indirect experience through reading and other learning channels--provides the clue. We know from our own experience how people and things act or react in a given situation. Consequently, we can approximate the meaning.

> Those first bewildering weeks, the thoughts of a college freshman drift back to high school where he/she was "in," knew everyone, and felt at home. A feeling of nostalgia sweeps over him/her.

3. Mood or tone clue. The author sets a mood--gay, somber, frightening, eerie--or the mood might be ironic. The meaning of the unknown word must harmonize.

> The lugubrious wails of the gypsies matched the dreary whistling of the wind in the all-but-deserted cemetery.

Since lugubrious reflects the mood of the sentence, the meanings mournful, gloomy, dismal readily come to mind.

4. Explanation through example. Sometimes, when a writer uses a new word the reader finds nearby an example that helps illuminate the meaning.

> In the course of man's evolutionary development, certain organs have atrophied. The appendix, for example, has wasted away from disuse.

> President Lincoln's attitude toward the fallen South was magnanimous--"with malice toward none, with charity for all."

> An occasional respite during a long evening of study is desirable. Jim often took a short "breather" between chapters or between assignments.

5. Summary clue. Here the new word appears to wrap up a whole situation. We can reason out the meaning because we know the circumstances the new word is summing up. Sometimes the situation that the word sums up is found before the unknown word.

> Pete Littlefield, our center, stands six feet three in his stocking feet and weighs an even 210 pounds. His teammates call him "Runt," an obvious misnomer.

And sometimes the situation the word sums up is found after the unknown word.

> The greatest effect of the Renaissance on education was a growing secularization in schools. More school curricula focused on man's expression of feelings toward the world in which he lived. Schools became interested in teaching about affairs of the world, not only about religious matters.

6. Synonym or restatement clue. Here the reader infers the meaning of an unknown word because it repeats an idea expressed in known words nearby.

> Flooded with spotlights--the focus of all attention--the newly chosen Miss Teen Age America began her year-long reign. She was the cynosure of all eyes for the rest of the evening.

Students quickly suggest "the focus of attention," "the center of interest." They should be cautioned, though, that synonyms are seldom exact equivalents and that when precision among shades of meaning is essential they will need to consult a comprehensive dictionary. The example below, from history rather than from contemporary experience, might send some students to the dictionary.

> Louis XIV kept his nobles constantly involved in rites and ceremonies and certain ways of doing things. Such protocol permitted him to keep them busily engaged while he ruled France without interference.

7. Comparison or contrast clue. When a comparison clue is present the reader gets some suggestion of a new word's meaning because he/she compares it with a word or an idea already known to him/her.

> Bob excels in football, photography, and music, and his older brother is even more versatile.

When a contrast clue is present the meaning of the new word is obviously in contrast to an idea expressed in familiar words nearby.

> When the light brightens, the pupils of the eyes contract; when it grows darker, they dilate.

> They were as different as day and night. While he was a lively conversationalist, with something to say on every subject, she was reserved and taciturn.

8. Familiar expression or language experience clue. This clue requires a familiarity with common language patterns--expressions heard every day. In the example below, the reader, already well-acquainted with the expression take upon himself, has a strong clue to the meaning of appropriate.

> He took it upon himself--yes, he appropriated the entire responsibility for raising money for the class gift.

9. Words in a series clue. When reading words in a series, the reader can often get some idea of the meaning of a strange word because he knows the general nature of the items being enumerated. In this example he easily gathers that codlins and biffins are different types of apples.

> The apples had their places all around the room. They were codlins, and golden pippins, brown russets and scarlet crabs, biffins, nonpareils and queanings, big green bakers, pearmains, and red streaks.

10. Inference clue. Listings of the various types of context clues often include the inference clue. Of course this type overlaps all the foregoing types except direct explanation.

> Sharon told her roommate, "I'm through with blind dates forever. This one topped all! What a dull evening! I was bored every minute. The conversation was absolutely vapid!"

SMALL SCHOOLS PROJECT

SUBJECT: READING

SPECIFIC AREA: WORD RECOGNITION

Structual Analysis: Root Words, Affixes

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
. the meaning of common Latin and Greek root (base) words.	17 19	9-12					
. the meaning of prefixes and how they affect the meaning of the root word.	17 21						
. the meaning of suffixes and how they affect the meaning of the root (base) word.	17 21						
. suffixes change the part of speech of root (base) word.	23						
The student is able to:							
. use root (base) words to build word meanings.	19						
. use common Latin and Greek roots as an aid to getting meaning.							
. use knowledge of prefixes and suffixes as an aid to decoding and increasing word meaning.	21						
The student values:							
. universality of many terms.							
. contribution of other languages to the English language.							
. the fact that language is in a constant state of change.							

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the meaning of common Latin and Greek root (base) words. B. The student knows the meaning of prefixes and how they affect the meaning of the root word. C. The student knows the meaning of suffixes and how they affect the meaning of the root (base) word.

Related Area(s)

State Goal	1,9,10
District Goal	
Program Goal	2,3,4

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Affix Your Affix Group Size: Materials: affix/root word flash cards (different colors for each type)	Students monitor each other in game situation.	Word Analysis A Study of Prefixes Suffixes and Combining Forms by G. M. Pickett, J. Weston Walch Publ.
Procedure(s): . Flash the cards to the group for recognition of meaning. . Have students make words using the colored cards they have recognized. . Then have the students write the new words using affix/roots.		Locating and Correcting Reading Difficulties, Appendix G Eldon G. Blewall Morphographic Spelling Program by Robert Dixon, Engelmann-Becker, Eugene, Oregon.
. Following the writing have students give the literal translation of commonly used words and also of unfamiliar words.	Students monitor acceptability of new words and meanings.	Developing Your Vocabulary, Paul Witty, Edith Grotberg
Spelling . Students spell orally affixes, root words. . Students give the literal translation of words (by cells) and have them write the new words correctly.	Teacher listens for correct spellings.	District Resources
Title: Word Meanings Group Size: entire class Materials: affix/root word flash cards		
Procedure(s): . Students use affix/root word flash cards to make as many words as possible in a given time.	Students monitor each other.	
. Provide students with a list of presented affixes. Have them check lists with appropriate root words.	Teacher checks lists.	

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
. Students should use different affixes on same root words for different meanings. e.g. in > duct < ed con > duct < ing	Many pre and post test situations to gradually introduce cells and their applications.	Student made materials.
		Syllable flash cards.
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the meanings of common Latin and Greek root words. B. The student is able to use common Latin and Greek roots as an aid to getting meaning.

State Goal 1,9,10

District Goal

Program Goal 2,3,4

Related Area(s)

Suggested Activities: Grade(s) 9-10

Title: Greek and Latin Root Word Bingo
Group Size: small groups, entire class
Materials: bingo cards, list of word definitions

Procedure(s):

- Write Greek and Latin root words in spaces of bingo cards. Teacher says meanings and student covers root word on card.
  Example: Teacher reads two and the student covers "bi".

geo	logy	bi	--	--	path
derm	graph	--	pod	--	bio
meter	--	multi	chron		theo

- The first student to cover a row is the winner.
- Suggested list of root words:

anthrop-man
geo-earth
log-study
bi-two
multi-many
chrom-color

path-disease
derm-skin
graph-write
phon-sound
chron-time

biblio-book
pod-foot
bio-life
meter-measure
theo-god

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) _______

Title: Using Greek and Latin Root Words to Decode Meaning
Group Size: entire class
Materials: worksheet

Procedure(s):

- List sentences on worksheet using words with Greek and Latin roots.
- Distinguish the word by using color or italics.
- Students circle the Greek and Latin root of the indicated word.
- Have the students write a brief definition of the word under the sentence.
- At bottom of page, have the root words defined for student reference.

  Example: Multiengine aircraft have gas gauges for each engine. (having many engines)
- Place suggested word parts and their meanings at bottom of the worksheet: multi-many, bi-two, pod-foot, uni-one.

Title: Greek and Latin Root Words
Group Size: entire class
Materials: chalkboard

Procedure(s):

- Greek and Latin root words with their English meanings on the chalkboard.

Suggested List of Root Words

Greek	Latin
auto- self	bi- two
geo- earth	multi- many
theo- god	
meter- measure	

- Have students use Greek and Latin roots to form complete words.
- Then have them look up the meaning of each and write it on the line beside the word.

  Example: Student makes words using roots.
  autograph--self write
  geology--earth study
  biped--two footed
  multimedia--many communications

Suggested Monitoring Procedures

Go over worksheet as a class or check later for accuracy.

Teacher checks student papers.

Suggested Resources

Books:

Focus, Scott, Foresman and Co. 1969.

District Resources

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the meaning of prefixes and how they affect the meaning of the root (base) word. B. The student knows the meaning of suffixes and how they affect the meaning of the root (base) word. C. The student is able to use knowledge of prefixes and suffixes as an aid to decoding and increasing word meaning.

State Goal	1,9,10
District Goal	
Program Goal	2,3,4

Related Area(s)

Suggested Activities: Grade(s) 9-10

Title: Don't Miss A Word!
Group Size: pairs, small groups
Materials: clock or timer

Procedure(s):

- The first player thinks of a word that begins with a prefix and gives a clue to its meaning by asking a question.

Example:
What sort of mis needs an eraser? (mistake)
What sort of per means maybe? (perhaps)

- The next player must, within a given time, guess the word.
- If the player does guess correctly, he/she continues the game by asking another prefix question.
- If the player guesses incorrectly, he/she is out of the game.
- The winner is the player who survives the elimination process.

Variation: Game can be played using suffix words,
Example: This able cannot be destroyed. (indestructable)

PREFIXES	MEANING
un	not
in	not, in, into, toward
mis	opposite or lack of
re	again

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Suggested Resources

dis	opposite of, absence of
com, con	together, jointly
pre	before
anti	opposed, against
inter	between, among
de	removal, reversal, reduce
sub	under, subordinate or secondary

SUFFIXES	MEANING
le	small, thing used for doing
ly	like
ful	full of, having the qualities of
able	capable of, worthy of
ion, tion, sion	result of an act, state of,
y	like, characterized by, full of
ment	result or object of an action
ous	full of
ance	action or process, state of
or, er, ence	comparative degree of, more
ness	state, quality or condition of being

District Resources

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SMALL SCHOOLS PROJECT **Suggested Objective Placement** 9-12

Student Learning Objective(s) The student knows suffixes change the part of speech of root (base) word.

State Goal 1,9,10

District Goal

Program Goal 2,3,4

Related Area(s)

Suggested Activities: Grade(s) 9-10

Title: Build A Word
Group Size: small groups
Materials: cards (playing size), dictionary

Procedure(s):

- The playing deck should have 68 cards in all with 16 prefixes, 42 roots and 10 suffixes.
- There may be several words with the same common prefix (such as re, pre), some familiar words as roots (form, view, heat, understand), and a few easy suffixes (ed and ing).
- Seven cards are dealt to each player, and the rest of the pack is placed face down. The object of the game is to build as many words as possible by laying down prefixes, roots and suffixes.
- Each player draws a card from the pack and discards one. When a player feels he/she can form several words, she/he calls, "Stop!"
- All players lay their cards on the table and tabulate points.
- Scoring: 6 points for any good combination of a prefix and a root, 8 points for any combination of root and suffix, 20 points for any combination of prefix, root and suffix, 10 points for changing the part of speech of a word by using prefixes and suffixes on words:
- The dictionary is used to settle disputes.
- 250 points wins the game.

Suggested Monitoring Procedures

Possible Resources

Books:

Games To Improve Your Child's English, Huruwitz, Goddard Simon and Schuster, pg. 105.

District Resources

Suggested Activities: Grade(s) ________

Title: Changing A Word's Part of Speech

Group Size: entire class

Materials: worksheet

Procedure(s):

- Divide the paper in half. The top half is divided into three columns: one containing root words, one listing prefixes, and one listing suffixes.
- The lower half of the sheet is divided into five columns containing the following headings: Root word, Noun, Verb, Adjective, Adverb.

Example:

Root word	Noun	Verb	Adjective	Adverb
legal	legality	legalize	illegal	legally

- Have students change the part of speech of the root word by adding a prefix or suffix and listing it appropriately on the worksheet.

Suggested Monitoring Procedures

Teacher corrects worksheet.

Possible Resources

District Resources

Vocabulary Development
Structural Analysis

Leonard A. Stevens, in his article, *Fourteen Words That Make All the Difference*, points out that there are fourteen English words which are the keys to learning many more. In his study, he discovered that the few prefixes and roots found in these words are also found in over 14,000 other words in common use and in almost 100,000 words listed in an unabridged dictionary.

It is interesting to note that more than thirty per cent of all English words are Latin derivatives and more than five per cent are Greek.

word	prefix-common meaning		root-common meaning	
precept	pre-	before	capare-	take, seize
detain	de-	away, down	denere-	hold, have
intermittent	inter-	between, among	mittere-	send
offer	ob-	against	ferre-	bear, carry
insist	in-	into	stare-	stand
monograph	mono-	alone, one	graphein-	write
epilogue	epi-	upon	logos-	speech, study of
aspect	ad-	to, towards	specere-	see
uncomplicated	un-	not		
	com-	together, with	plicare-	fold
nonextended	non-	not		
	ex-	out, beyond	tendere-	stretch
reproduction	re-	back, again		
	pro-	forward, for	ducere-	lead
indisposed	in-	not		
	dis-	apart, not	ponere-	put, place
oversufficient	over-	above		
	sub-	under	facere-	make, do
mistranscribe	mis-	wrong		
	trans-	across, beyond	scribere-	write

SMALL SCHOOLS PROJECT

SUBJECT: READING

SPECIFIC AREA: WORD RECOGNITION

Phonic Analysis

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows: • the basic phonic generalizations used in word recognition. (See K-8 objectives for Word Recognition.)		9-12					
The student is able to: • use phonic generalizations as an aid in word recognition.							
The student values: • the use of phonic generalizations in combinations with contextual and structural analysis clues in recognizing unknown words.							

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SMALL SCHOOLS PROJECT **Suggested Objective Placement** 9-12

Student Learning Objective(s) ____

State Goal	
District Goal	
Program Goal	

Related Area(s) ____

Suggested Activities: Grade(s) 9-12	**Suggested Monitoring Procedures**	**Possible Resources**
See Small Schools Reading Curriculum Grades K-3, 4-6, 7-8 for activities in this area.		
		District Resources

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Suggested Activities: Grade(s) ________	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: READING

SPECIFIC AREA: VOCABULARY

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
. many words in our language have been derived from names or borrowed from different languages.		9-12					
. that an extensive knowledge of word meanings aids in precise communication.	45						
. each subject has a specialized vocabulary.							
. that individual words have denotative (literal) meanings.							
. that individual words may convey a connotative (personal, emotional) meaning.							
. that homographs are words that are spelled the same but have different derivations and meanings, and may differ in pronunciation, e.g., fair (market)/fair (just): object (noun)/object (verb).	35 37						
. an acronym is a word formed by initial letters of words in a set phrase.	39 41						
. the dictionary and thesaurus are resources for building vocabulary meaning.	43 45						
The student is able to:							
. expand general vocabulary through involvement in reading.	33						
. recognize words used denotatively and derive their literal meanings.	39						
. recognize words which convey connotative or emotional meanings.							
. determine pronunciation and meaning of homographs.	35						
. recognize and interpret acronyms and abbreviations.							
. use the dictionary for appropriate definitions and usage.							
. use the thesaurus to locate synonyms, antonyms and specialized vocabulary.	43 45						
The student values:							
. and appreciates the power of words.	39						
. an expanding vocabulary as an aid to understanding and communication.	33, 43						

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student is able to expand general vocabulary through involvement in reading. B. The student values an expanding vocabulary as an aid to understanding and communication.

State Goal	1
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 9 - 12

Title:	Expando-Vocab
Group Size:	individual, entire class
Materials:	small tablet cut from scrap paper

Procedure(s):

- Each student is given a small tablet to use during guided reading, either using a text or trade books.
- The student writes down a phrase or sentence in which he/she encounters a word he/she does not know.
- After completing the reading, the student uses a dictionary to look up the word and multiple meanings.
- The student circles the correct meaning for the context of the selection read.

Suggested Monitoring Procedures

Possible Resources

Thesaurus

Dictionary

District Resources

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Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
C1		District Resources C2

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student knows that homographs are words that are spelled the same but have different derivations and meanings, and may differ in pronunciation, e.g., fair (market) - fair (just), object (noun) - object (verb). B. The student is able to determine pronunciation and meaning of homographs.

Related Area(s)

State Goal	1,9,10
District Goal	
Program Goal	2,3,4

Suggested Activities: Grade(s) 9-12

Title: Dealing With Homographs
Group Size: entire class
Materials: worksheet

Procedure(s):

- Write down the dictionary entries of several homographs.
- Using each homograph, ask students to identify which pronunciation is used for each sentence.

Example:

1. prŏj′ ĕkt′ n. a plan
2. pr jĕkt′ v. to thrust

1. The project was a science report on the habits of mice.
2. We are going to project the film on the wall.

- **Homograph List**

conduct
produce
tear
convict
permit
perfect
read
subject
lead
wind
record
object

Suggested Monitoring Procedures

Check worksheets.

Possible Resources

Books:

Focus, Scott, Foresman and Co., 1969, page 107.

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Suggested Resources

Title: Accent on You

Group Size: individuals, pairs, entire class

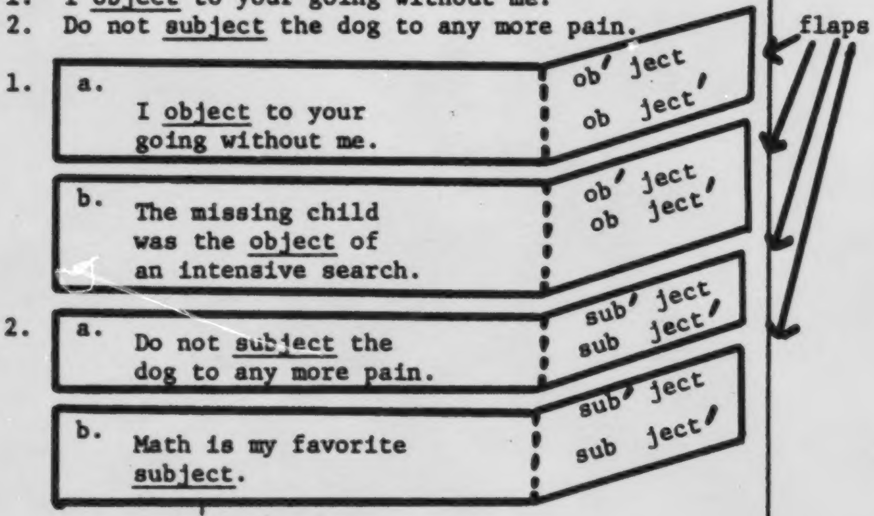
Materials: 5" by 8" cards, chalkboard or worksheet

Procedure(s):

- Make cards with homographs within a sentence.

Example:

1. I object to your going without me.
2. Do not subject the dog to any more pain.



flaps
1.
a.
I object to your going without me.
ob′ ject
ob ject′
b.
The missing child was the object of an intensive search.
ob′ ject
ob ject′
2.
a.
Do not subject the dog to any more pain.
sub′ ject
sub ject′
b.
Math is my favorite subject.
sub′ ject
sub ject′

- Student makes choice of which syllable is accented.
- Lift flap and see "Super," "Great," "You're right," or "Try Again."

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student knows that homographs are words that are spelled the same but have different derivations and meanings, and may differ in pronunciation, e.g., fair (market) - fair (just), object (noun) - object (verb).

State Goal	1,9,10
District Goal	
Program Goal	2,3,4

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources

Title: Homonym Rummy
Group Size: pair, small group
Materials: sets of cards consisting of homonyms and meaning words associated with homonyms

Procedure(s):

- Rules of rummy are to be followed (see Synonym Rummy for rules).
- Sets are formed by matching homonyms and a meaning word to each of the homonyms (four words to a set).

Example:

Homonym Cards		Meaning Word Cards	
mown	moan	cut	agonized
palate	palette	roof of mouth	painter's board
idol	idle	god	inactive
hair	hare	skin outgrowth	rabbit

Matching Pairs

mown	cut
moan	agonize

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows an acronym is a word formed by initial letters of words in a set phrase. B. The student is able to expand general vocabulary through involvement in reading. C. The student values and appreciates the power of words.

State Goal	1,9,10
District Goal	
Program Goal	2,3,4

Related Area(s)

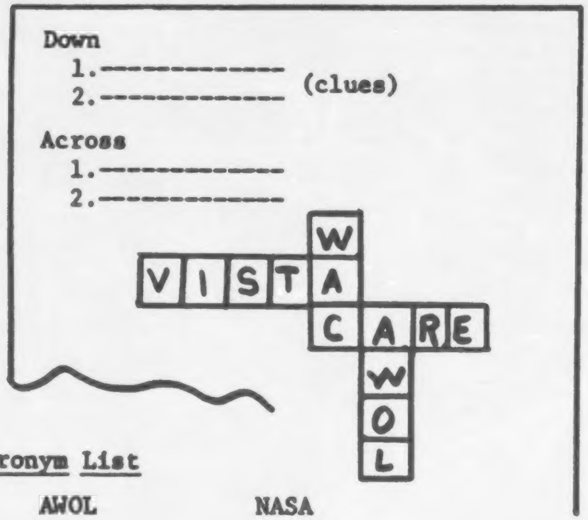
Suggested Activities: Grade(s) 9-12

Title: Acronym Crossword
Group Size: entire class
Materials: worksheet

Procedure(s):

- Make a crossword puzzle using acronyms.
- The clues would be the words in a set phrase and the empty squares would correspond to the number of initial letters involved in the acronym.

Example:



Acronym List

AWOL	NASA
CARE	VISTA
AMA	WAC
UFO	NATO
UNICEF	

Suggested Monitoring Procedures

Possible Resources

Dictionary

Abbreviations Dictionary, Ralph De Sola, Meredith Press, N.Y., 1967.

District Resources

Suggested Activities: Grade(s) 9-12

Title: Make An Acronym
Group Size: pairs, small groups
Materials: paper, pencil

Procedure(s):

- Have students in small groups make up acronyms of their own for student organizations, baseball teams, etc.
- When finished, have the groups explain why and how they made their acronyms.

Title: Acronyms
Group Size: entire class
Materials: worksheets

Procedure(s):

- Explain that an acronym is an abbreviation formed by using the first letter of each word, i.e., WAC stands for Women's Army Corps.
- Ask students to volunteer acronyms that they know and point out the section of the dictionary which lists abbreviations.
- Duplicate a list of acronyms for the class.
- Students may decode the ones they know and find the rest in the dictionary.
- Encourage students to use the extra room on sheets for listing other acronyms they find.

Suggested Monitoring Procedures

Possible Resources

Kid's Stuff, Forte, Frank & MacKenzie, Incentive Publications, 1973, page 205.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student knows an acronym is a word formed by initial letters of words in a set phrase.

State Goal	1,9,10
District Goal	
Program Goal	2,3,4

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: What's In A Name?
Group Size: entire class
Materials: cards 3" by 5"

Procedure(s):

- Print acronym on front of card.
- Print what it stands for on back.
- Students get a point if they know what the acronym stands for or figure out what the acronym is.

Example:

CARE	Cooperative of American Remittances Everywhere
NASA	National Aeronautics and Space Administration
UNESCO	United Nations Educational, Scientific and Cultural Organization

Suggested Monitoring Procedures

Possible Resources

Dictionary

Abbreviations Dictionary, Ralph De Sola, Meredith Press, N. Y., 1967.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the dictionary and thesaurus are resources for building vocabulary meaning. B. The student is able to use the thesaurus to locate synonyms, antonyms and specialized vocabulary. C. The student values an expanding vocabulary as an aid to understanding and communication.

Related Area(s)

State Goal	1,9,10
District Goal	
Program Goal	2,4,7

Suggested Activities: Grade(s) 9-12

Title: Crossword Puzzle
Group Size: individual, pairs, entire class
Materials: worksheet with crossword puzzle or quarter-inch grid sheet

Procedure(s):

- Prepare a crossword puzzle with synonyms.
- Students use a thesaurus to solve.

Variation(s):

- Students make their own crossword puzzles.
- Students exchange puzzles.
- Make a crossword puzzle with antonyms and specialized vocabulary.

Title: Figuring Crosswords With a Thesaurus
Group Size: small groups
Materials: newspaper crossword puzzles, thesaurus

Procedure(s):

- Have students clip crosswords from newspapers at home and bring them to class.
- Assist small groups in solving crosswords by using a thesaurus. Develop the use of the thesaurus in locating antonyms, synonyms and specialized vocabulary with the students.
- Students can correct their own crossword puzzles by referring to the next day's crossword where answers are given.
- Have students make a list of synonyms, antonyms and specialized vocabulary they located using the thesaurus.

Suggested Monitoring Procedures

Students check each other's puzzles. Observe students' use of the thesaurus in solving crossword puzzles.

Possible Resources

Books:

Crossword Puzzles for Word Power, Selma Herr, Instructional Materials and Equipment Distributors, 1415 Westwood Blvd., Los Angeles, CA 90024, 1967.

District Resources

Suggested Activities: Grade(s) 9-12

Title: The Synonym Rummy Game
Group Size: pairs
Materials: blank cards (playing-card size), a thesaurus

Procedure(s):

- With the aid of a thesaurus, students select and list words that form sets of synonyms, three to five words per set.
- Words will exemplify the major parts of speech: nouns, verbs, adjectives, and adverbs.
- The size of the deck will depend on the number of players who will be using the deck when completed.
- About sixty cards should be prepared for two, three or four players.
- Write one word from list on each card.
- Rummy Rules: Shuffle, cut and deal: 10 cards to each player in a two-handed game, 7 cards in a three-handed game, 6 cards with four or more players.
- Next card is placed face up beside the deck (face down).
- Player can draw from deck or discard pile to make a synonym set. Pairs are laid out and can be added to later in the game.
- First player to get rid of all the cards in his/her hand is the winner.

Variations:

- Students can devise point system for each set of synonyms compiled during game.
- Can be played with antonyms, homonyms.

Suggested Monitoring Procedures

Have student pair keep a record of score throughout the game.

Suggested Resources

Books:

Games To Improve Your Child's English, Hurwitz and Goddard, Simon and Schuster, pages 144-145.

District Resources

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that an extensive knowledge of word meanings aids in precise communication. B. The student knows the dictionary and thesaurus are resources for building vocabulary meaning. C. The student is able to use the thesaurus to locate synonyms, antonyms and specialized vocabulary.

State Goal	2,9,10
District Goal	
Program Goal	3,4,7

Related Area(s) ____________________

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources

Title: Create Your Own Find-A-Word Puzzle

Group Size: individual, pairs, entire class

Materials: quarter-inch, squared paper

Procedure(s):

- Student uses thesaurus to make his own list of words.
- Student uses thesaurus to make own Find-A-Word Puzzle.
- Students exchange puzzles.

Example:

s e m t m t r i d u g t a v d u f o a l s h i n t	Find the word that means dispose. Find the word that means newly born horse.

Variation(s):

- Have the students use the thesaurus to make a Find-A-Word Puzzle, but have the directions include more than one meaning.

Example:

e c l c y n o d u z m p r t x	Find the word that means to have the head move forward quickly and to signify assent. Find the word that means to divide into parts and to reduce or curtail.

- Have students write a sentence using both meanings.

District Resources

Suggested Activities: Grade(s) 9-12

Title: Choosing The Right Meaning
Group Size: entire class
Materials: worksheet

Procedure(s):

- Have a list of words with multiple meanings.
- List each meaning and number it.
- Write a sentence using each meaning and have students put the number of the meaning on the line in front of the sentence.

Example:

meaning--bark 1. The outer covering of a tree. 2. The short, loud noise made by a dog. 3. A small sailing ship.

_2_ When the boy heard the dog bark, he ran to see who was coming.
_1_ The bark was burnt off the tree.
_3_ With its sails full of wind, the graceful-looking bark moved swiftly across the bay.

Variation: Difficulty of words would vary according to level.

Suggested Monitoring Procedures

Teacher check worksheets.

Possible Resources

Books:

Overcoming Meaning Difficulties, Houghton Mifflin Co.
Level 1, pages 47-50, 4th grade
Level 2, pages 66-71, 5th grade
These may be used for grades higher than 5.

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: READING

SPECIFIC AREA: COMPREHENSION

Punctuation

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
. that punctuation marks are an aid to comprehension.	49 53						
. the comma is used to set off the name of the person spoken to, an explanatary phrase and separate items in a series.	73						
. an exclamation mark signals strong feeling.	55						
. the dash signals a longer pause than that signaled by the comma.	51 53						
. the ellipsis (...) signals an interruption in thought or conversation.	51 53						
. the parenthesis signals an explanation of the preceding word or adds information.	59						
. the colon signals an explanation or list will follow.	59						
. the semicolon can be used in place of a connecting word such as "and" or "but."	61						
. the words between double quotation marks are usually the exact words someone said or the title of a story, article, poem or song.	63						
. single quotation marks are used around the exact words someone has said, or the title of a story, article, poem or song when these are mentioned within the speech of another story character.	65						
. an apostrophe signals a contraction or ownership.	49 67						
The student is able to:							
. use punctuation marks as an aid to getting meaning in silent and oral reading.	61 63						
. determine in context the specific meaning indicated by the end punctuation of the sentence (period, exclamation point, question mark).	55 57						
. determine the meaning signaled by commas, i.e.: setting off name of person spoken to setting off words spoken by someone setting off explanatory phrases separating items in series used with the appositional or	71						
. determine whether quotation marks are used to indicate words spoken or identify special names or titles.	63						
. determine whether apostrophe signals a contraction or a possessive.	49 67						
The student values:							
. and appreciates the power of words.							
. an expanding vocabulary as an aid to understanding and communication.	51 59						

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that punctuation marks are an aid to comprehension. B. The student knows an apostrophe signals a contraction or ownership. C. The student is able to determine whether the apostrophe signals a contraction or possessive.

State Goal 1,10
District Goal
Program Goal 2,4,6

Related Area(s)

Suggested Activities: Grade(s) 9-12

Suggested Monitoring Procedures

Possible Resources

Title: Who Does it Belong To?
Group size: small group or total class
Materials: sentences on transparencies

Procedures:

- Explain to students that the apostrophe may be used to indicate possession or omission (contractions)

  Example:
  1. to show possession
     That is John's football
     In William and Mary's reign.- If joint possession use only one apostrophe.
     Peter's and David's birthday.- If separate ownership use two apostrophes.
  2. To indicate omission
     I am-I'm
     it is-it's

  Following explanation and discussion have students do the following exercise:

  Directions:
  The underlined word in each sentence below is either a possessive noun, showing that something is owned, or possessed; or is a contraction. If the word is a possessive noun, write first the owner and then the thing that is owned on the two lines after the sentence. If the word is a contraction, write the two words that were used to make the contraction.

(Over)

District Resources

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources

1. Eleanor's bike needs a good coat of paint. ____________ ____________
2. Prepare yourself for a good laugh, because I am certain that you've never heard this joke. ____________ ____________
3. John and Mike's report was badly misspelled, but the teacher found it interesting. ____________ ____________
4. Ted can go fishing if he's cleaned his room. ____________ ____________
5. The boy's dog was lost. ____________ ____________
6. That plant's leaves are wilting badly and need immediate attention. ____________ ____________
7. The girls' gym is down the hall and around the corner. ____________ ____________

District Resources

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that punctuation marks are an aid to comprehension. B. The student knows that the dash signals a longer pause than that signaled by a comma. C. The student knows that the ellipsis (...) signals an interruption in thought or conversation. D. The student values an understanding of the use of punctuation as an aid to comprehension.

Related Area(s) Language Arts

State Goal	1,10
District Goal	
Program Goal	3,6

Suggested Activities: Grade(s) 9-12

Title: Left Out
Group Size: entire class or small group
Materials: chalkboard

Procedure(s):

- Remind students that sometimes when they read, they will see three or four periods in the middle or at the end of a sentence. Such marks are called an ellipsis (...).
- Write this sentence on the chalkboard: "Now where did I put ....? Here it is.", thought Tina, pulling the letter out from the pile of papers.
- Ask the students to notice the periods or ellipsis in the middle of Tina's thoughts.
- Ask them if they know what the periods or ellipsis show in that sentence?....(they show that Tina's thoughts were interrupted). Because Tina found what she was looking for, she changed her mind and thought something else.
- Periods of ellipsis can also show that another person or thing has interrupted a speaker or that some information has been left out. In such instances, an ellipsis indicates a break in the conversation, and the reader should pause when he/she comes to the ellipsis. Example: Sandra handed Bill the letter and said, "Will you please mail .... Wait a minute. I forgot to put a stamp on it."

Suggested Monitoring Procedures

Possible Resources

Keystone Reference Handbook
Houghton-Mifflin

District Resources

Suggested Activities: Grade(s) 9-12

Suggested Monitoring Procedures

Suggested Resources

- Have the students write "Yes" or "No" to the following:

(No) Bill interrupted Sandra.
(Yes) Sandra's thought was interrupted when she saw that the stamp was missing.
(No) Sandra decided not to send the letter.

Jim said to Steve, "Olympia is the capitol of .... oh no, it's not the state I want but the nation's capitol.

(No) Steve interrupted Jim.
(No) Jim was interrupted by Steve.
(Yes) Jim interrupted his own thought because he caught his error.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that punctuation marks are an aid to comprehension. B. The student knows that the dash signals a longer pause than that signaled by a comma. C. The student knows that the ellipsis (...) signals an interruption in thought or conversation. D. The student values an understanding of the use of punctuation as an aid to comprehension.

State Goal	1,10
District Goal	
Program Goal	3,6

Related Area(s) Language Arts

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources

Title: What's the Signal? (Dash, ellipsis)

Group Size: small group

Materials: overhead transparency or worksheet

Procedure(s):

- Discuss the meaning signaled by the dash (--) and ellipsis (...).
  1. Periods or ellipsis may be used to indicate an interruption in speech or thought.
  2. The dash may be used to set apart a word, or group of words, from the rest of the sentence. It may be used to show an interruption in thought or to set off something the writer wants to emphasize.
- Display on the overhead the following. Students state which of the statements are correct.
  1. "Hal, have you seen --Oh, there's Jo Rand. She's pitched six straight games!"
     - ____ Jo Rand is a pitcher.
     - ____ Hal has pitched six straight games.
     - ____ Hal is speaking.
     - ____ The dash is used to show an interruption.
     - ____ The writer used a dash to set off the part of the statement he/she wished to have emphasized.
  2. "As for me--I'll admit I can't stand him--I welcome his resignation," exclaimed Joe!
     - ___ Joe wanted the person to resign.
     - ___ Joe liked the person.
     - ___ The dash is used to set off words the writer wished to emphasize.

District Resources

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Suggested Activities: Grade(s) 9-12

2. ___ The dash is used to show an interruption.
   ___ Joe was feeling angry.
3. "Did you hear that strange--listen to it--noise downstairs?" whispered Tara to Joe, her younger brother.
   ___ Tara was scared.
   ___ The writer used the dash because the words "listen to it" were to be emphasized.

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Suggested Monitoring Procedures

Suggested Resources

District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows an exclamation mark signals strong feelings.

B. The student is able to determine in context the specific meaning indicated by the end punctuation of the sentence (period, exclamation mark, question mark).

Related Area(s)

State Goal	1.10
District Goal	
Program Goal	3.6

Suggested Activities: Grade(s) 9-12

Title: How does it End!?
Group Size: Small group/whole class/individual
Materials: Worksheets

Procedure(s):
Given a worksheet, student will correctly label end punctuation.

Sample:
Copy or write sentences or paragraphs.
Omit punctuation and have students fill in.

1. Jill marched out of the supermarket angrily clutching her package ☐ "Are you ready for *this* one ☐ she exclaimed to her friend. "I waited in that checkout line for a *full* *twenty* *minutes* and then the *register* broke. We'll never get home at this rate ☐
2. "*Trouble* ahead ☐ whispered the secret agent into the phone. "A *man's* been following me for the past *two* *hours* and it looks as though he's got a gun ☐ You'd better send help or I'm *done* for ☐
3. "There's a *cockroach* in my bed ☐ howled Marvin, flinging his sheets back and leaping toward the door ☐ "That's the *fourth* *time* I've tricked you this week," remarked his sister ☐ "*Anyone* but you would have known it's only made of rubber ☐

(over)

Suggested Monitoring Procedures

Possible Resources

Encore Practice Book
Houghton-Mifflin

Passports Practice Book
Houghton-Mifflin

District Resources

Suggested Activities: Grade(s) ______

4. "What a relief☐fluttered Mr. Featherwinkle, tears of joy filling his eyes☐ "Just when I'd given up hope, the police called to say they'd found my darling poodle Fifi. Thank heavens this wretched ordeal is over☐

5. As a carton of potatoes was delivered to the door of Lucy's apartment, she moaned. "Oh, no. I ordered tomatoes from the market, not potatoes☐ This is the third time that store has made a mistake☐

6. "Some people think Mrs. Simmons is a witch, but I think she's harmless," said Ralph☐"Oh, yeah☐ responded Harry. "Then how do you explain the fact that nobody who's moved next door to her has ever lived for more than three months☐

Title: What is the Strong Feeling?"
Group Size: Small group
Materials: Story, play, poetry, paragraphs

Procedure(s):

Discuss the exclamation mark and the fact that it signals a strong feeling is being expressed.
Have the students read the story, play or paragraph and have students discuss what strong feeling is being expressed by the exclamation mark.

Example:

"Forbid it, Almighty God! I know not what course others may take, but as for me, give me liberty or give me death!"

Patrick Henry

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Suggested Monitoring Procedures

Possible Resources

District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows an exclamation mark signals strong feelings.

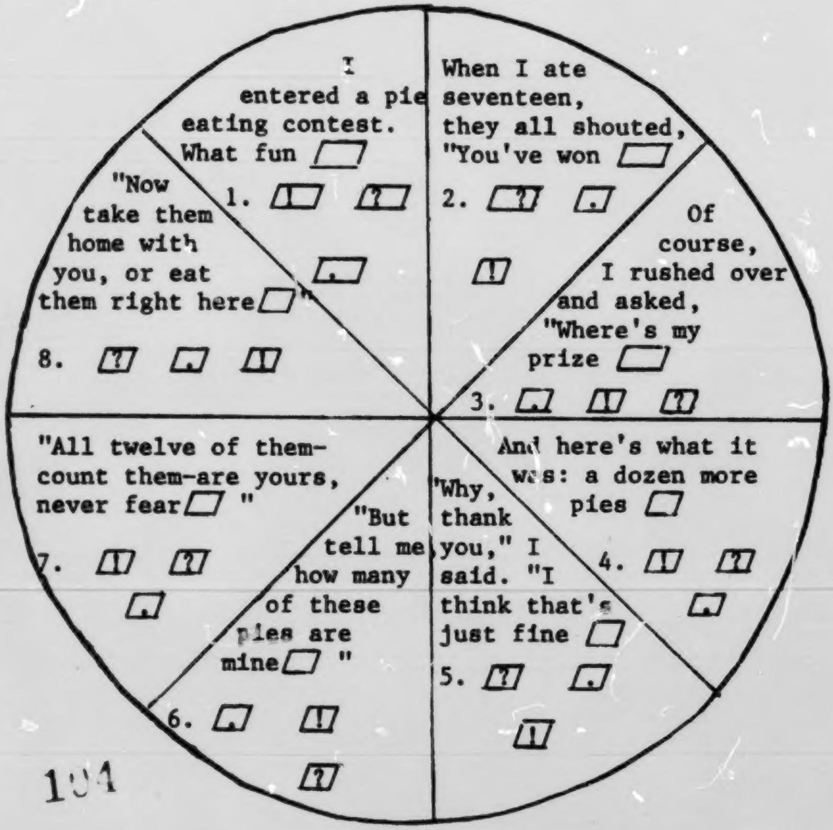
B. The student is able to determine in context the specific meaning indicated by the end punctuation of the sentence (period, exclamation mark, question mark).

State Goal	1.10
District Goal	
Program Goal	3.6

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources

- Peter wrote a rhyme about the contest he entered but he forgot to put in all the punctuation marks. Help him by figuring out which punctuation marks should go into the boxes in his rhyme.



I entered a pie eating contest. What fun ☐
1. [!] [?] [.]

When I ate seventeen, they all shouted, "You've won ☐
2. [?] [.] [!]

Of course, I rushed over and asked, "Where's my prize ☐
3. [.] [!] [?]

And here's what it was: a dozen more pies ☐
4. [!] [?] [.]

"Why, thank you," I said. "I think that's just fine ☐
5. [?] [.] [!]

"But tell me how many of these pies are mine☐ "
6. [.] [!] [?]

"All twelve of them-count them-are yours, never fear☐ "
7. [!] [?] [.]

"Now take them home with you, or eat them right here☐"
8. [?] [.] [!]

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the parenthesis signals an explanation of the preceding word or adds information. B. The student knows the colon signals an explanation or list will follow. C. The student values an understanding of the use of punctuation as an aid to comprehension.

State Goal	1
District Goal	
Program Goal	3,6

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources

Title: More Information Needed
Group Size: Small group, entire class
Materials: Chalkboard or worksheet

Note: Remind students that the parenthesis is used in writing to signal an explanation of the preceding word or add information.

Procedure(s):

- Write several sentences showing examples of the use of parenthesis. Have students read and tell what the parenthesis signals: (more information or explanation).

Examples:

1. The task can be assigned to three students (or you can get volunteers).
2. Under the influence of French, Irish, German immigrants (among others) a great many new words are added to our American language.
3. Acronyms are letter combinations that are read as words (for example: NATO, CARE, AID, CORE).
4. We have borrowed many words from foreign countries such as coleslaw, waffle, scow, boss (Dutch); bouquet, garage, beige, banquet (French).

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District Resources

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Suggested Activities: Grade(s) ______

Title: Colons
Group Size: Small group
Materials: Textbooks or worksheets with selected passages

Procedure(s):

- Have students read the selected passages pointing out the similarity between a parenthesis and a colon, i.e., they both can signal an explanation Also point out that a colon can signal a list of items.
- Have the students read the passages noting the differences.
- Ask the students why it is important to know information about colons and parenthesis. (It assists in getting meaning.)

Sample sentences:

1. Three countries were involved in the conference: Canada, United States, and Mexico.
2. His platform was simple and clear: to keep America free, to balance the budget, to promote peace and prosperity for all.
3. This was the definition of a thermometer that Pete wrote on his paper: An instrument for measuring change in temperature.
4. We went to Canada: there we saw many interesting buildings.

Suggested Monitoring Procedures

Observation by the teacher noting students who have difficulty with the concepts.

Possible Resources

District Resources

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the semicolon can be used in place of a connecting word such as "and" or "but." B. The student is able to use punctuation marks as an aid to getting meaning in silent and oral reading.

State Goal 1
District Goal
Program Goal 3.6

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources

Title: Semicolon: Semicolon
Group Size: Entire class or small group
Materials: Chalkboard or worksheet

Note: Remind the students that the semicolon is used in writing to replace a comma and a connecting word.

Procedure(s):

- Write several sentences showing examples of the use of the semicolon.
- Ask the students to replace the word that the semicolon replaces.

Example:

Don't start a sentence with a figure; change the word order or write out the number. (but)
Jack ran his fastest race yet; he failed to win a medal. (but)
A person reads that book; he's never quite the same again. (and)
I've been doing that job; I'm bored to death. (and)
The two children tiptoed across the room; Tara opened the door to the hallway. (and)

District Resources

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Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources
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SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the words between double quotation marks are usually the exact words someone said or the title of a story, article, poem or song. B. The student is able to determine whether quotation marks are used to indicate words spoken or identify special names or titles. C. The student is able to use punctuation marks as an aid to getting meaning in silent and oral reading.

State Goal	1
District Goal	
Program Goal	3,6

Suggested Activities: Grade(s) 9-12

Title: Using Quotation Marks
Group Size: Entire class
Materials: Cartoon strips, books, tape recordings, worksheets

Procedure(s):

- Have the students take a cartoon strip and copy the conversation on notebook paper, putting in quotation marks wherever they belong.
- Have the students choose two of their favorite book characters or story characters.
- Have them write a conversation between these two characters, putting in quotation marks.

Variation:

- Have students interview a classmate. Have them write exactly what he/she says. Write his/her answers on small tagboard strips, putting in quotation marks.
- Have students listen to a taped interview. Have them write the exact conversation putting in quotation marks.
- Give students a list of story titles (not books), song titles or poems. Use each title in a sentence and have them put in quotation marks.
- Put several sentences on a worksheet using the titles of stories, titles of poems and song titles. Have students put in the quotation marks where appropriate.

Suggested Monitoring Procedures

Possible Resources

More Center Stuff for Nooks, Crannies and Corners by Imogene Forte, Mary Ann Purgle. Incentive Publications, 1976.

Overcoming Meaning Difficulties by William K. Durr and Rober L. Hillerich. Houghton Mifflin Co. 1970

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources
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SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student knows single quotation marks are used around the exact words someone has said, or the title of a story, article, poem or song when these are mentioned within the speech of another story character.

Related Area(s)

State Goal	1
District Goal	
Program Goal	3,6

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources

Title: Single vs. Double
Group size: entire class
Materials: tapes, worksheets, tagboard

Procedure(s):

- Have students tape interviews of each other on interests, poems and stories they have read, favorite songs, etc.
- Have them listen to the tapes and quote the person correctly in writing.
  Note: Remind students to use double quotation marks on the outside of sentence, single quotation marks around the poems and songs on the inside of the sentence.
- Write a series of sentences that take double and single quotation marks (but leave out the quotation marks) on tagboard. Cut the sentences apart into single words.
- Divide the class into groups, giving each group a packet consisting of a cut-up sentence. Have them put the sentence in order with each person holding a word.
- Have two people stand at the beginning of the sentence to represent the first set of double quotation marks, have two students stand at the end for second set of double quotations.
- Have single students placed where single quotation marks should be.
- Group presents themselves to the class.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student knows an apostrophe signals a contraction or ownership. B. The student is able to determine whether the apostrophe signals a contraction or possessive.

State Goal 1,10
District Goal
Program Goal 3,6

Related Area(s)

Suggested Activities: Grade(s) 9-12

Suggested Monitoring Procedures

Possible Resources

Title:
Group size:
Materials:

Procedure(s):

- Give the students sample sentences and have them identify the apostrophe used in contractions, plurals or possessives.

* Steven's kitten is seven weeks old. possessive
* There's no point in our arguing any further. contraction
(1) Ted isn't going to school today because he has a touch of the flu. ____
(2) The Science Club meeting will be at Larry's house tomorrow afternoon ____
(3) Please ask Fred if he'd mind turning down his radio a little. ____
(4) Although we have searched everywhere, we simply cannot find my sister's shoe. ____
(5) Nancy looked at her plate and said, "You couldn't pay me to eat Brussels sprouts." ____
(6) Back in the 1800's, this apartment building was an enormous private home. ____
(7) Rona burst into the room and excitedly told us that she'd just seen a bald eagle. ____
(8) How many words do you know with more than two z's in them? ____

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that punctuation marks are an aid to comprehension. B. The student knows the apostrophe signals a contraction or ownership. C. The student is able to determine whether the apostrophe signals a contraction or a possessive.

State Goal	1,10
District Goal	
Program Goal	3,6

Related Area(s) Language Arts

Suggested Activities: Grade(s) 9-12

Title: Who Does it Belong To?
Group Size: Small group or total class
Materials: Sentences on transparencies

Procedure(s):

- Explain to students that the apostrophe may be used to indicate possession or omission (contractions).

Example:

1. To show possession.
   That is John's football.
   In William and Mary's reign (if joint possession use only one apostrophe)
   Peter's and David's birthday (if separate ownership use two apostrophes)
2. To indicate omission
   I am - I'm
   it is - it's

- Following explanation and discussion have students read the following sentences and answer the question.

1. The boy's bicycle needs a good coat of paint.

_____ The bicycle belongs to a group of boys.
_____ The bicycle belongs to one boy.
_____ The bicycle belongs to John.

(over)

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
2. Although Percy and Mike's report was badly misspelled, the teacher found it interesting. ____ The report was done by Mike. ____ The report was done by Percy and Mike.		
		District Resources

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to determine the meaning signaled by commas, i. e., setting off the name of the person spoken to, setting off words spoken by someone, setting off an explanatory phrase and separating items in a series.

State Goal	1
District Goal	
Program Goal	3-6

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Understanding Punctuation: Commas separating items in a series

Group size: entire class or small group

Materials: worksheet

Procedure(s):

- Students are to decide which statements beneath each numbered sentence agree with the meaning of that sentence, and write the word yes in the blank before each one. Write the word no in the blank before each statement that does not agree with the meaning of the sentence.

Example:

1. "Tom, the boy in the blue sweater is my brother," said Jane.
   ______ Jane is talking to Tom.
   ______ Tom is the boy in the blue sweater.
   ______ Jane is telling Tom that the boy in the blue sweater is her brother.
   ______ Tom is Janes brother.
2. Tom ate three hotdogs, two hamburgers, a milk shake, a candy bar and a bottle of pop.
   ______ Tom ate three things.
   ______ Tom ate eight things.
   ______ Tom ate five things.
3. To make this special casserole, you will need wheat bread, cream, cheese, and an egg.
   ______ To make the casserole you will need three items.
   ______ To make the casserole you will need four items.
   ______ To make the casserole you will need five items.

Suggested Monitoring Procedures

Correction of the worksheet will provide feedback to the teacher regarding students' mastery of commas.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

4. Chuck carried the banner, or flag, in the parade.
_____ banner is another name for flag.
_____ a banner and flag are two different things.

5. A volume, or large book, is on the shelf.
_____ a volume and large book are two different things.
_____ a volume is another name for a large book.

6. I saw a loon or sea gull in the water.
_____ a loon is another name for a sea gull.
_____ a loon and sea gull are two different birds.

Suggested Monitoring Procedures

Suggested Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that punctuation marks are an aid to comprehension. B. The student knows the comma is used to set off the name of the person spoken to, an explanatory phrase and to separate items in a series.

State Goal	1
District Goal	
Program Goal	3-6

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Life or Death
Group size: entire class or small group
Materials: worksheet

Procedure(s):

- Give student a worksheet containing sentences where punctuation marks influence the meaning of the sentences. Have the students read the sentences silently to interpret the meaning signaled by the punctuation marks and to determine the change in voice intonation. Have the sentences read orally to show the change in meaning caused by the comma.

Examples:

"I lent my new record to Mary, Ann, and she promised to return it on Thursday," explained Lyle.
"I lent my new record to Mary Ann, and she promised to return it on Thursday," explained Lyle.

What's the latest dope?
What's the latest, dope?

Shall I stick the stamp on, Janet?
Shall I stick the stamp on Janet?

Mr. Rogers, the secretary is two hours late.
Mr. Rogers, the secretary, is two hours late.

If you will drive Aunt Mary, we can all go to the store.
If you will drive, Aunt Mary, we can all go to the store.

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(over)

Suggested Monitoring Procedures

Teacher Observation

Possible Resources

Books:
Reading Power
Harcourt and Brace, pages 55, 56, 57.

Others:
The Bookmark Reading Program

The Punctuation Bingo Game
Trend Enterprises.
The MacMillan Reading
Advanced Skills in Reading II

Practice Book for Encore

Understanding Punctuation
Houghton Mifflin
(commas) page 27

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Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
- The play ended happily. - The play ended, happily.		
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: READING

SPECIFIC AREA: COMPREHENSION

Literal	Page	Suggested Grade Placement	District Placement 8	9	10	11	12
The student knows:							
• clue words, e.g., first, then, while, before, after, are an aid to noting sequence.		9-12					
• that special type (italics, boldface) is a tool used by authors to aid the reader to perceive intended meaning.	81						
• literal details are stated facts such as names of characters, setting, incidents and time a story took place.	77						
• that sequence is the order of incidents or actions in a selection.							
• the main idea of a selection is an explicit statement which conveys the theme or focus of the selection.							
• signal words convey author's organization, direction, and point of view, e.g., first, second, next, although, however.	79						
The student is able to:							
• use clue words as an aid in determining sequence when reading.							
• use special type (italic, boldface, capitals) as an aid to getting the meaning of a written selection.	81						
• recognize, recall and/or locate significant details (when explicitly stated) from a selection read.	77						
• recognize, recall and identify main ideas (when explicitly stated) from a selection read.							
• recognize, recall and locate sequence (when explicitly stated) from a selection read.							
• recognize, recall and locate character traits (when explicitly stated) from a selection read.	85						
• recognize, recall and locate cause and effect (when explicitly stated) from a selection read.							
• recognize, recall and locate comparisons (when explicitly stated) from a selection read.	83						
• use signal words as an aid to identifying the author's organization.	79						
The student values:							
• the ability to recognize author's pattern and organization of material.							

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows literal details are stated facts used to support the main ideas of a selection. B. The student is able to recognize, recall and/or locate significant details from a selection read.

State Goal 1,8
District Goal
Program Goal 6

Related Area(s) Journalism

Suggested Activities: Grade(s) 9-12

Title: Newspaper Articles
Group Size: Individual - entire group
Materials: 1 copy of a newspaper for each student

Procedures:

- Have each student read a short newsarticle of their choosing from the newspaper - sample?
- Ask each student to jot down on paper the WHO, WHAT, WHERE, WHEN, WHY, HOW.
- Discussion may follow having the students share the facts they have gained from their respective articles.

Suggested Monitoring Procedures

An article can be photocopied so that each student is working with the same article.

Students can be given a time limit to read the article.

Articles can be collected. A short ditto form can be handed out with

WHO:
WHAT:
WHEN:
WHERE:
HOW:
WHY:

printed on it and students can fill it out to the best of their knowledge

Possible Resources

Seattle Times

Seattle Post Intelligencer

Your Daily Paper

"Practice in Survival Reading" series New Reader's Press

District Resources

The previous numbered page in the original document was blank.

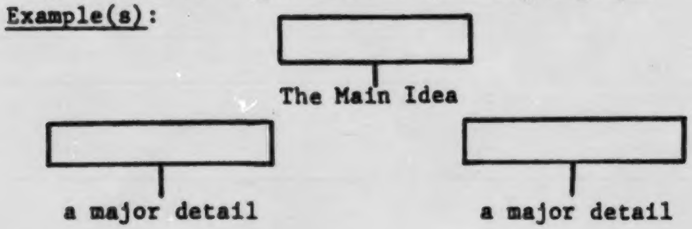
Suggested Activities: Grade(s) ______

Title: Pyramids
Group Size: small groups, entire class
Materials: paper, pencils, paragraph

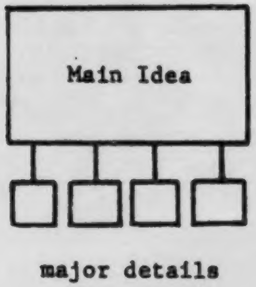
Procedure(s):

- . Have students read a paragraph and decide on the main idea.
- . Have student draw boxes as illustrated, showing the main idea and major details of the paragraph.

Example(s):


The Main Idea
a major detail
a major detail

Variation:


Main Idea
major details

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that signal words convey author's organization, direction, and point of view, e.g., first, second, next, although, however. B. The student is able to use signal words as an aid to identifying the author's organization.

State Goal 1,10

District Goal

Program Goal 6

Related Area(s) History, Science, Literature - all areas involving reading.

Suggested Activities: Grade(s) 9-12

Title: Signal Words
Group Size: individual or group
Materials: teacher-made materials consisting of sentences containing each of the signal words

Procedure(s):

- Have students read and then re-write each sentence replacing each signal word with another word having the same or similar meaning (synonyms). This activity should be written.
  Example: Mary made the first response.
  Synonym: initial opening

Suggested Monitoring Procedures

If large groups, teacher could solicit varied responses to each sentence. (Signal word synonyms.) Students can then evaluate their own response in relation to appropriate responses solicited.

Possible Resources

Teacher-made materials consisting of sentences containing the signal words:
first, second, next, furthermore, but, on the other hand, although, despite, however, absolutely, without question, thus, therefore, in retrospect.

Rogets Thesaurus

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that special type (ITALICS, BOLDFACT) is a tool used by authors to aid the reader to perceive intended meaning. B. The student is able to use special type (BOLDFACE, ITALICS, CAPITALS) as an aid in getting the meaning of a written selection.

State Goal	1,8
District Goal	
Program Goal	7

Related Area(s) Drama, Literature

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: What's That For? **Group size:** entire class and small groups of three - five **Materials:** teacher-made worksheets which have selections containing special type (see possible resources) **Procedure(s):** • Say aloud to the students, "But Frankie, you are my best friend". Then ask the students how an author might show that expression on paper. • Write some examples of special type on the board (italics, bold print, underlinging, etc.). • Have students form small groups and give each group a worksheet with several selections containing special type. Ask each group to decide: (A) how they would read the selection aloud, (B) why did the author use special type (i.e., what is the significance or meaning of it. Have small groups then share their reasoning as the class gets back together. • Each student will then be given a new worksheet containing selections and multiple choice explanations for the use of the special print. Students will be asked to read the selection and choose the correct meaning for the special print in each selection.		Houghton Mifflin Reading Series Obj. 217 (Keystone Practice Book, pgs. 54, 112) **District Resources**

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Suggested Activities: Grade(s) ________

Suggested Monitoring Procedures

Possible Resources

Title: Special Type
Group size: small group, entire class
Materials: worksheets

Procedure(s):

- Give students a paragraph to read containing special type. Select a passage that has italics and/or boldface used for several purposes. (stress, title, foreign words, etc.)
- Have students identify why author has used special type.
- Have the students read the same paragraph without special type, explaining why it is needed.

District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to recognize, recall, and locate comparisons (when explicitly stated) from a selection read.

State Goal	1,8
District Goal	
Program Goal	6,

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Wheels
Group Size: entire class, small groups
Materials: sales brochures from area automobile dealers (at least enough so each student involved can have "hands on" one brochure, and so that at least 5 different car manufacturers are represented

Procedure(s):

- Have students establish what criteria the pamphlets deal with (i.e., engine size, mileage, MPG, passenger room, cargo capacity, standard features).
- Students can then, either individually or in pairs, compile a chart which compares two or more of the automobiles based on the criteria the class has established.
- Have students then go to the yellow pages and individually select 5 used car ads. Have the students compile a list of criteria, then make a comparison chart.

Suggested Monitoring Procedures

Possible Resources

Your local automobile dealers associations or individual dealers.

Seattle Times

Seattle Post-Intelligencer

District Resources

Suggested Activities: Grade(s) _______

Suggested Monitoring Procedures

Possible Resources

Title: Find It In The Classifieds
Group Size: small groups (4-6)
Materials: classified sections, 12 x 18 blank sheets

Procedure(s):

- Use "For Sale" classified ad section in newspaper.
- Assign students to a certain type of item (autos for sale, houses for sale).
- Have groups (determined by type of item) of students make charts comparing items offered for sale.

Example:

HOUSE

Location	Rooms	Price	Extras

Title: What Is It?
Group Size: individual, small group or entire class
Materials: recipes or pictures of food

Procedure(s):

- Have each student bring a picture and recipe to school.
- Teacher mount and number picture, and duplicate all recipes.
- Give each student a packet of recipes to be matched to displayed pictures.

Variation: Students could match descriptions of animals with pictures of animals, etc.

District Resources

SMALL SCHOOLS PROJECT ·

Suggested Objective Placement 9-12

Student Learning Objective(s) Student is able to recognize, recall and/or locate character traits (when explicitly stated) from a selection read.

State Goal 1.10

District Goal

Program Goal 6

Related Area(s) Literature - Novels

Suggested Activities: Grade(s) 9 - 12

Title: Character Description
Group Size: Individual or group
Materials: A short story

Procedure(s):

- Have students read the story.
- Following the reading of the story, have students describe the main character from a physical standpoint; have students describe the character's personality, i.e., strengths, weaknesses; have students describe the character's role.
- This activity could be verbal or written.

Title: It all Happened Because
Group size: small groups, entire class
Materials: comic strips from home or have some on hand (Wizard of Id, Katzenjammer Kids are good)

Procedure(s):

- Choose groups of two or three pictures to show cause and effect.
- Find events leading to cause (what character started out to do), and actions that will result.
  Example: A character plans to impress someone, and while doing this he doesn't see the manhole which he falls into, causing the person he is trying to impress to think he is just funny, or the character gets bawled out by worker in manhole.
- Student makes a cartoon sequence portraying a cause and effect relationship in the story he/she reads.

Suggested Monitoring Procedures

Verbal: list character traits on board -
#1 Physical
#2 personality
#3 role
open discussion - contribution

Written:

- Describe the character in relation to its physical traits.
- Describe the character in relation to its personality traits.
- Describe the character in relation to its role or role expectations.

Teacher evaluation -
Most thorough descriptions can be read to the class and or discussed.

Possible Resources

- Short Stories
- Novels
- Articles involving people in the news.

District Resources

Suggested Activities: Grade(s) ______

Title: Introducing Cause and Effect
Group Size: entire class
Materials: stories, worksheet

Procedure(s):

- Give students a chance to evaluate several stories in a unit, filling out a story chart such as this:

Character	Behavior or Actions	Effect of Actions
Flat Sam	------	became flat

Title: Cause and Effect Round Robin
Group Size: small group, entire class
Materials: none

Procedure(s):

- Direct a student to describe one event. For instance, the student might say, "My horse was frightened by a car backfiring."
- Direct other students to state two effects or results of this action.
  Example: "He began to buck and rear. I began to slip off."
- Ask still another student to describe two effects for each of the first student's statements. Continue until all students have participated or the number of effects gets too great.

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Suggested Monitoring Procedures

Possible Resources

District Resources

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SMALL SCHOOLS PROJECT - [illegible]

Suggested Objective Placement 9-12

Student Learning Objective(s) ____

Related Area(s) ____

State Goal	☐
District Goal	☐
Program Goal	☐

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
See Small Schools Curriculum grades 4-6 and 7-8 for additional activities in this area		
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: READING

SPECIFIC AREA: COMPREHENSION

Interpretive

	Page	Suggested Grade Placement	District Placement 8	9	10	11	12
The student knows:							
. ideas, events, or actions may be implied rather than stated directly in a selection.	93 103	9-12					
. inferred details are those details which the author did not state directly, but which logically could have been included.	105						
. the main ideas, theme, or focus may not be stated in the selection.	93 95						
. an analogy is a comparison of two things that are related in some way.	107						
The student is able to:							
. identify clues which support inferences.	91						
. infer sequence in a selection.							
. identify an unstated main idea.	93						
. infer cause and effect relationships.	95						
. draw conclusions and substantiate them with reference to the material read.	99						
. draw conclusions and generalize to new situations.	111						
. predict the outcome of a selection.	99						
. recognize relationships between analogous pairs.	107						
. infer meanings from figurative language.	103						
. understand the role of details in supporting a main idea.							
. identify the clues upon which inferences are based.	105						
. make valid inferences about the author's attitude toward the subject of a selection or toward the audience.	91						
. extend his/her interpretation through visual imagery.	97						
. relate previous learnings to new learnings.	101 111						
The student values:							
. the vicarious experiences which reading can provide.							
. visual imagery as an aid to furthering one's appreciation and understanding.							

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to make valid inferences about the author's attitude toward the subject of a selection or toward the audience. B. The student is able to identify clues which support inferences.

State Goal	1,9
District Goal	
Program Goal	6

Related Area(s) Journalism, Literal Comprehension: Main ideas

Suggested Activities: Grade(s) 9-12

Title: The Editorial Comment
Group: individual, small group, class
Materials: Editorial pages from several newspapers

Procedure(s):
- Explain to students that what an editorialist says about a subject may also give us clues to his/her attitude toward related issues.
- Have students each read an editorial.
- Have students list:
  - (A) What is the main issue the author is discussing?
  - (B) What is the author's attitude toward that issue?
  - (C) Does the author express or imply his/her attitude toward related issues, groups, people?
  - (D) What words or statements did you draw the above from?
- In small groups students can get together and discuss their findings.

Suggested Monitoring Procedures

Possible Resources

Seattle P. I., Seattle Times, Everett Herald
Other newspapers or magazines

District Resources

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows ideas, events or actions may be implied rather than stated directly in a selection. B. The student knows the main idea, theme or focus may not be stated in the selection. C. The student is able to identify an unstated main idea.

State Goal	1,9
District Goal	
Program Goal	1,2,6

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: What Would Happen and When?
Group size: individual, entire class
Materials: worksheet

Procedure(s):

- Select or write two short paragraphs that introduce an incident or story.
- Below the paragraphs list several sentences that may or may not have happened as a result of the story.
- The students then select which sentences could have happened in the story.
- Students then write the sentences on their worksheets in proper sequential order.

Example:

Only five seconds remained on the clock. How could Slick Watts shoot a basket? He dribbled low with his left hand and drove for the basket. Suddenly a huge hand loomed over the ball. A groan was heard in the stands for the game was over. Home fans consoled Slick and let him know they appreciated his effort. All he wanted to do was get to the showers.

Seattle won the game.
Seattle lost the game.
Slick made the basket.
Slick did not make the basket.
Seattle was ahead in the game.
Seattle was behind when five seconds remained on the clock.

Suggested Monitoring Procedures

Suggested Resources

Books:

Reading and Thinking Skills 4
Continental Press, page 20

"Go", Scholastic Magazine Publications, 1974, Master 27
TV 2;88/6

Detecting the Sequence, Richard A. Boning, D. E. Barnell Loft, Ltd., Baldwin, N. Y., 1973.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows ideas, events or actions may be implied rather than stated directly in a selection. B. The student knows the main idea, theme or focus may not be stated in the selection. C. The student is able to identify an unstated main idea.

State Goal 1, 9
District Goal
Program Goal 1,2,6

Related Area(s)

Suggested Activities: Grade(s) 9-12

Suggested Monitoring Procedures

Suggested Resources

Title: Main Ideas in Single Sentences
Group size: individual, small group, entire class
Materials: worksheet

Procedure(s):

- Explain that the following exercise was written to find the inferred main idea of a single sentence.
- Have the students read the sentences carefully and by answering the questions, try to understand what the total sentence means. Is there an unstated main idea?

1. Kuru, or laughing sickness, afflicts only the fore tribe of eastern New Guinea and is 100% fatal.
   a. What does fatal mean?
   b. How many ideas are in the sentence?
   c. What are the ideas?
   d. What does afflict mean?
   e. What is the main idea of the sentence?
2. Medical records show a case of someone with thirteen fingers on each hand and twelve toes on each foot.
   a. How many ideas are in this sentence?
   b. What are the ideas?
   c. What is the main idea?
3. The most common disease is the common cold.
   a. What does common mean?
   b. What is the main idea?
   c. Are there any other ideas?

District Resources

Suggested Activities: Grade(s) _______

4. The most massive living thing on earth is a California Sequoia tree named General Sherman, standing 272 feet 4 inches tall.
    a. How many ideas are in the sentence?
    b. What are the ideas?
    c. Is this tree alive today?
    d. What does massive mean?
5. An hysterical 123 pound woman, Mrs. Maxwell Rogers, lifted one end of a 3,600 pound car which had slipped off a jack and fallen on her son.
    a. How many ideas?
    b. What is the main idea?
    c. Under what heading in the Book of World Records would you place this fact?

Suggested Monitoring Procedures

Suggested Resources

Books:

Reading and Thinking Skills 4
Continental Press, page 20.

"Go" , Scholastic Magazine Publications, 1974, Master 27
TV 2;88/6

Detecting the Sequence, Richard A. Boning, D. E. Barnell Loft, Ltd., Baldwin, N. Y., 1973.

District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows ideas, events or actions may be implied rather than stated directly in a selection. B. The student is able to extend his/her interpretations through visual imagery.

State Goal	1,10
District Goal	
Program Goal	6,8

Related Area(s) Drama, Creative Writing

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources

Title: Casting Director
Group size: individual to entire class
Materials: A large variety of magazines, particularly ones with pictures of people, pencils, blank newsprint paper, crayons. "How to Draw" books relating to drawing faces and people will be helpful

Procedure(s):

- Explain to the class that characterization is an important element in writing. Discuss the fact that the way the author presents a character, and the way that we as readers visualize that character affect our appreciation of the story, as well as our attitude toward a particular character.
- Relate this lesson to a novel that has been read by the entire group, or to a short story, or simply to a short selection which involves character description.
- After the students have read the selection, ask them to consider how this selection might be made into a play or movie.
- Explain to them what a casting directors job is, and have them imagine themselves as the casting director involved in this movie production.

District Resources

Suggested Activities: Grade(s) ________	Suggested Monitoring Procedures	Possible Resources
. Have the students locate pictures of people who would "look the part" of two or three characters in the story. If they prefer, have them do s sketches of those people who they think look the most like they visualized those characters. . After students have collected their characters, arrange them according to who they are (i.e., all the pictures of one character together and so on). . Allow the class to circulate, compare, and judge each other's choices, and then discuss the merits and/or justifications from the text for their choices.		
		District Resources

SMALL SCHOOLS PROJECT · Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to predict the outcome of a selection.

B. The student is able to draw conclusions and substantiate them with reference to the material read.

State Goal	1,8,10
District Goal	
Program Goal	2,8

Related Area(s)

Suggested Activities: Grade(s) 9 - 12

Title: Predicting the outcome
Group Size: Individual or entire class
Materials: Any short story or situation with a likely outcome

Procedure(s):

- Read a short story or situation to the class or have individuals read the story to themselves

Example:

In the 1950's, a Florida woman freed a pair of her pet birds. These birds were starlings, a native of Europe. The starlings have a very general diet, are aggressive towards other birds, and are very wary of man. The starling is a hearty bird and is well adapted to survival. It not only competes with native birds for food, some of which have very specialized diets, but actually attacks some of our native birds in order to take over their nests. The Starling also breeds at a very rapid rate and it is common for a pair of these birds to have five or more groups of young each year.

By the early 1970's, America was beginning to learn about this bird. By then, huge flocks of starlings were plagueing the southeastern U. S. They not only would strip crops in a matter of hours, but in route to their feeding and nesting grounds they dropped large quantities of waste. It got so bad in some areas that it became impossible to hand clothes out to dry as the birds would soil them. Furthermore, the waste was so strong that it killed the trees in their nesting areas, not to mention the fact that it damaged paint on automobiles. The

Suggested Monitoring Procedures

Check student responses that are written out

Open discussion

Suggested Resources

Any short story or made up situation with a predictable outcome.

Practice Book Encore
Houghton Mifflin
Page 81, 87, 56, 60

Practice Book Accents
Houghton Mifflin
Page 69, 42, 45

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Suggested Resources

Starling eventually had to be attacked by the U. S. Army.

- Following the reading have a class discussion on how the story or situation might be resolved.
- Ask the students:
  1. Given this phenomenon, how would you predict the outcome of this selection - situation?
  2. What does the future hold for many of our less aggressive native birds? What possible solutions could there be for this problem?
  3. What lessons can we learn from this Florida woman's "good intentions?"

Variation:

Have students write their own ending to the story. Following the writing have students read their endings and compare them.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows ideas, events or actions may be implied rather than stated directly in a selection. B. The student is able to relate previous learnings to new learnings.

State Goal	1,8,10
District Goal	
Program Goal	1,2,6

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Comparing the familiar to the unfamiliar

Group size: individual, entire class

Materials: handout/discription of something unfamiliar or an Encyclopedia, Book O and C

Procedure(s):

- Give students a thorough description of an unfamiliar animal, event, object, etc.
- Have students compare the unfamiliar animal or object with a common familiar one. This can be done on paper or as a group discussion activity.

  Example:

  The ocelot is a cat which is a native American. This is how our encyclopedia describes it: Size, Color, range, food, young, etc.
- Compare this native American cat with the ordinary housecat.
- Compare this native American cat with a bobcat.
- What are the similarities between these creatures?
- What are the differences between these creatures?
- What do you know about the keeping of wild animals?
- Would the ocelot make a good house pet? Why?

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows ideas, events, or actions may be implied rather than stated directly in a selection. B. The student is able to infer meaning from figurative language.

State Goal	1,10
District Goal	
Program Goal	6

Related Area(s) Creative Writing

Suggested Activities: Grade(s) 9-12

Title: "Figurative Language Banned"
Group: Class
Materials: Pencils, paper, ditto with definitions of different types of figurative language (see 'Resources'), ditto with examples of several types of figurative language

Procedure(s):

. Give the students a ditto with definitions of the types of figurative language you want to deal with.

Examples:

Simile
Metaphor
Idioms
Personification
Hyperbole

. Have the class go over definitions orally.

. Then give the students a second worksheet, which contains several examples of figurative language:

Examples:

1. I've told you a million times not to do that!
2. The parliament was at odds with the crown.
3. Love is blind
4. The lake was like glass when we reached it that morning.
5. You, pig, Evelyn, how can you stand to live in this mess?
6. Mother yelled, "You kids are driving me up the wall!"

Suggested Monitoring Procedures

Monitor student responses.

Possible Resources

Appendix - Expressions and Language Construction

Practice Book Encore
Houghton Mifflin
Pages 49, 50, 90, 92, 93, 94

Practice Book Accents
Houghton Mifflin
Pages 79, 82, 95, 109, 110, 108

District Resources

Suggested Activities: Grade(s) ______

- During class discussion, using the handout on definitions, students identify which type of figure of speech each sentence represents:

Examples:

1. I've told you a million times....
   Hyperbold
2. The parliament was at odds with the crown.
   Synecdoche
3. Love is blind
   Personification

- Continuing class discussion, have students analyze and support their answers (referring again to the definition sheet).

  Example #4 is similie because it compares the lake to glass and uses "like" in that comparison.
- Final step is for students to re-write each sentence as though figures of speech are banned from our language, but retaining the original meaning of each.

Example:

The lake was smooth and flat when we reached it that morning.

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows inferred details are those details which the author did not state directly but which logically could have been included. B. The student is able to identify the clues upon which inferences are based.

State Goal 1,9

District Goal

Program Goal 2,6,7

Related Area(s)

Suggested Activities: Grade(s 9-12

Title: Inferring Character Traits and Actions
Group Size: entire class
Materials: paragraphs

Procedure(s):

- Have the student read a story in order to acquaint him/her with a certain character.
- Compose fictitious circumstances in which students project what the characters might do.

  Examples:

  A telegram has announced the forthcoming arrival of your character's mother-in-law, whom her husband dislikes. What will he/she do to cope with the situation?

  The doctor has said your character has a terminal illness. How will he react to the news?

  The character has just won a million dollars in a sweepstakes. How will he/she spend it?

Suggested Monitoring Procedures

After having read the story, the students write how the character would react in fictitious circumstances.

Possible Resources

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows an analogy is a comparison of two things that are related in some way. B. The student is able to recognize relationships between analagous pairs.

State Goal	1,9,10
District Goal	
Program Goal	6,8

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Eat is to Food as Drink is to Water
Group: Small groups and entire class
Materials: Pencil and Paper

Procedure:

. Provide the students with examples of two related categories by making headings on the chalkboard:

Example: **Game** **Apparatus Used**

. Get the students started by filling in the first analagous pair of words:

Example :

Game	Apparatus
croquet	mallet

. For this particular list, have them stay away from using "balls" as their "apparatus"

Example:

Game	Apparatus
croquet	mallet
golf	clubs (irons, woods)
tennis	racket
baseball	bat
poker	cards
ping-pong	paddle

Suggested Monitoring Procedures

To monitor these skills combine each of the 4 stages in a short review quiz

Part A

Vehicle	Method of Transport

Part B
What is the relationship between:
1. Angry - Pleased
2. Horse - Foal
3. Fish - swim

Part C
Write an analagous pair to each of the following:
1. Horses are to hay as ___ is to _________.
2. Tall is to Giraffe as ____ is to _________.
3. Fine is to violation as ______ is to ________.

Part D
Matching of multiple choice
1. Grey is to elephant as
   a. white is to blue
   b. spots are to pinto
   c. striped is to tiger

Possible Resources

Encore Practice Book
Houghton Mifflin
pages. 97, 99

Accents Practice Book
Houghton Mifflin
pages 111, 112

District Resources

Suggested Activities: Grade(s) _______

Suggested Monitoring Procedures

Possible Resources

- In the second part of the lesson have the students work in small groups to determine the relationships between the word pairs:

  __Example__:

  1. horse ... stable
  2. lamp ... light
  3. bathtub ... bathe
  4. ear ... hear

  Possible answers

  1. animal and its house
  2. object and its purpose or use
  3. place and what you do there
  4. body part and it's function

- In the third stage of this exercise have student think up new pairs of words which have the same relationships as each of the ones you have supplied them with:

__Example__:

__horse...stable__ as __canary...cage__

- In the final stage of the exercise give the student an analagous pair and ask him/her to match it with one of three other pairs

__Example__:

1. Finger is to hand as
   - a. eye is to see
   - b. nose is to mouth
   - c. hair is to head
2. Smile is to happy as
   - a. tears is to eyes
   - b. cry is to sad
   - c. sad is to lonely

District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to infer cause and effect relationships.

B. The student is able to identify the clues upon which inferences are based.

State Goal	1.10
District Goal	
Program Goal	6.8

Related Area(s) Life in general

Suggested Activities: Grade(s) 9 - 12

Title: Infering Cause & Effect

Group Size: Individual or entire class

Procedure: Have students read a selection

Example: One day a garage catches fire. When the police and fire trucks arrive, there is nobody to be seen. The fire is put out, and the investigation shows that the only things inside are:

1. the remains of a plastic toy truck
2. two plastic cups
3. a havanna cigar in a large jar
4. a can of solvent
5. a box of stick matches

Have students describe what they think was the cause of the fire. What made them think that? How difficult will it be to determine the specific cause of the fire? What do they think will be the outcome of this situation? (will the cause of the fire be solved and why?)

Suggested Monitoring Procedures

Check student responses that are written out.

Lead class discussion.

Possible Resources

Accent - Houghton Mifflin Practice Book, pages 62, 60

District Resources

Suggested Activities: Grade(s) 9-10

Title: Cause, Cause, Give me a Cause
Group size: entire class
Materials: Short story, worksheet

Procedures(s):

- Have students scan the same short story.
- Hand out a worksheet giving effects mentioned in the story.
- Have the students provide the corresponding causes written in the story.
- Example:

Cause (student)	Effect (worksheet)
He was rude.	She was crushed.
They were noisy.	The baby cried.

Suggested Monitoring Procedures

Check student responses.

Possible Resources

Thoughtvault Level 14, S. G. 11, 12, 127 Teacher's Resource Books 71, 123, 182, Dup. M. 11.

The Economy Company, The Young America, Skillbook Level 15, page 5

Be a Better Reader, Book II Nila Banton Smith, page 91, T. E.

Practice Book Encore Houghton Mifflin pages 53

Practice Book Accents pages 62

District Resources

SMALL SCHOOLS PROJECT - Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to draw conclusions and generalize to new situations. B. The student is able to relate previous learnings to new learnings.

State Goal	1,8
District Goal	
Program Goal	6,7

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: True in All Cases
Group size: Individual, entire class
Materials: Short stories, paragraphs, etc.

Procedure(s):

- Define and explain generalizations: Generalizations are broad statements that assign certain characteristics to a group of people, things, or situations.
- To decide whether or not a statement is a generalization, ask yourself these questions: Does the statement try to make you think that if it is true in one case, it is true in all cases? Does the statement refer to a group of people, things or situations?

  All men are very poor writers. This is a generalization because a characteristic is assigned to a group of people.

  This man is a very poor writer. This is not a generalization because it is about a characteristic of one particular individual!

- From the student or teacher prepared materials (paragraphs, short stories, etc.), each student will write generalizations. He/she should be prepared to tell why it is a generalization.
- **Variation:** Type all of the students' generalizations on a worksheet. Have the students

Suggested Monitoring Procedures

Suggested Resources

Datalog, The Economy Company, s.g. 196, page 102

Encore Practice Book
Houghton Mifflin P. 56, 60

Accents Practice Book
P. 42, 45

District Resources

Suggested Activities: Grade(s) ______

indicate whether it is or is not a generalization and why.

- Have the students draw pictures on a transparency, (cartoons), accompanied by the generalization. Then each student can show his/her picture to the class on the overhead projector.

Title: Can I Assume Then?
Group Size: Small group, class
Materials: Pencil, paper, teacher generated handout

Procedure

- Give students a worksheet which relates a scientific reaction or condition.

Example:

I have a container and I pour water into it. The container does not leak. I pour the water out. Which of the following would be a true statement?

a. I cannot make this cup catch fire.
b. I can now pour apple cider in the cup and it will not leak.
c. This cup will hold $1\frac{1}{2}$ cups of water without leaking.

Suggested Monitoring Procedures

Suggested Resources

Accents - Practic Book for Houghton Mifflin
pages 42 - 45
Encore
pages 56 - 60

District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student is able to draw conclusions and generalize to new situations. B. The student is able to predict the outcome of a selection.

State Goal	1,10
District Goal	
Program Goal	6

Related Area(s)

Suggested Activities: Grade(s) ______

Title: Not this again!

Group size: small group, entire class

Materials: pencils, paper, a teacher generated handout

Procedure:

- Explain to students that we often generalize what we know of situations or people in order to function and survive in new situations.
- Have students read a selection which includes a past event and a new situation.
- Student will choose from three possible reactions to the new situation. (see sample selection)
- Students are then asked to put down in one sentence what generalization the character made that influenced his/her actions in the new situation.

Example:

"All hitchhikers are potential murderers."

"Three weeks ago Caroline's sister was brutally killed by a stranger she had given a ride to. She had remained conscious, after she was found, long enough to explain how she had stopped her car to pick up the stranger and he had pulled a knife on her."

Caroline is driving to L. A. to visit a friend in order to 'forget' for awhile. She passes a young man hitchhiking.

Caroline
(a) panics and drives off the bank.
(b) speeds up and goes by the hitchhiker.
(c) Pulls over and gives the man a ride.

Suggested Monitoring Procedures

Possible Resources

Accents - Houghton Mifflin
Practice Book
pages 42 - 45

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: READING

SPECIFIC AREA: COMPREHENSION

Interpretive: Elements of Literature

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
. the elements of a story include plot, character and setting.	117	9-12					
. the plot of a story presents a problem or conflict that is usually resolved.	119 121						
. the sequence of incidents of a plot may be interrupted by flashbacks, subplots, prologues, parallel episodes and similar devices.	123						
. introduction establishes mood and setting.	141						
. character creation gives realism to characters and establishes character motivation.	125 127						
. most literature is written from the point of view of first person (I), or third person (he, she, they).	129						
. theme is the author's central thought in a selection which may involve several ideas.	131						
. that the setting consists of time and place.							
. mood refers to the atmosphere of the selection and is described in terms of human emotions and words with other elements to give shape to a whole pattern.	141						
The student is able to:							
. determine motivation of characters by drawing inferences from the various ways in which an author may reveal character, e.g., by what character says, by what the author tells the reader, by how others interact with the character.	125 127 133						
. state the conflict or problem in a story or play.	117						
. explain how the problem (conflict) in a short story or play is resolved.	119 121						
. identify specific words or phrases which suggest a mood.	141						
. identify the point of view in a story, i.e., first person narrator, third person omniscient author.	129 137						
. identify any obvious symbolism.	139						
. identify the setting and general atmosphere or mood produced by the setting.	117 141						
The student values:							
. literature as a source of insight into oneself as well as a means of identifying with the problems and emotions of others.	133						

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the elements of a story include plot, character and setting. B. The student is able to state the conflict or problem in a story or play. C. The student is able to identify the setting and general atmosphere or mood produced by the setting.

State Goal	9
District Goal	
Program Goal	6,8

Related Area(s)

Suggested Activities: Grade(s) 9-10

Title: Story Similarities
Group Size: Small group, entire class
Materials: Literature Anthology

Procedure(s):

- Divide students into teams of three members each.
- Assign each team a different short story to read.
- Have each team member analyze one element of the story (plot, characters, setting).
- As a team, have students discuss each element of their story, then write their responses and submit them to the teacher.
- Responses are written on the chalkboard.
- Elements of plot, character and setting for each story are discussed by the entire class.

Suggested Monitoring Procedures

After discussion teacher and class should decide if each group clearly identified elements of plot, characters and setting for their story.

Possible Resources

Teacher's Guide "Walking In My Shoes", by Prentice Hall

"The Interlopers", Saki

District Resources

The previous numbered page in the original document was blank.

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the plot of the story presents a problem or conflict that is usually resolved. B. The student is able to explain how the problem (conflict) in a short story or play is resolved.

State Goal	9
District Goal	
Program Goal	3,4,6

Related Area(s)

Suggested Activities: Grade(s) 10-11

Title: The "Dilatory Approach"
Group size: small group, entire class
Materials: short stories, scripts

Procedure(s):

- Several conflicts between two people are reduced to a series of cause and effect responses (see sample). Two students are to play the characters in conflict.
- The teacher describes the characters, then each begins to read his/her part. After each exchange, the teacher asks observers if this is the point at which a settlement of the problem is inevitable. Why? Why not? What else could happen to defer it?
- When the conflict is reached, students discuss why the "options" have run out, what must now happen (possible resolutions), and which resolution would be most suitable.
- Introduce terms climax and resolution.
- Students read a short story such as, "So Much Unfairness of Things." They should (a) list the events that build tension in the story (b) determine the point at which the action must be settled by a decisive event and (c) describe the resolution (and whether it is satisfactory).

Sample Conflict Script

Teacher - a brother, sister, one year apart in age (he is 13, she is 14) were watching TV.

He - I turned on the baseball game at 8:30 p.m. There was nothing else on, and I was bored.

Suggested Monitoring Procedures

Give students conflicts on problems from several stories, and have them identify the stories.

Possible Resources

Short stories, Anthologies

District Resources

Suggested Activities: Grade(s) _______

She - Nothing else on! I had been waiting all week to watch a beauty pageant at 9:00. At that time, I walked into the room and switched channels.

He - I calmly got up and switched back to the ball game.
She - As soon as he sat down, I switched back to the ball gowns.

He - I said, "Look, I was here first, and you turn it back right now!"
She - I said, "No way! I'm watching this!"

He - I hit her on the shoulder and then reached past her for the dial, turning my back to her.
She - I grabbed a pillow, and yelled, "Don't touch that dial!"

(This is the climax.)

How could this conflict be resolved?

Mother or Father enters room and removes TV cord from TV, and tells children to resolve their differences and watch TV quietly, or not watch it at all, then what?

(Partial resolution)

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The students know the plot of a story presents a problem or conflict that is usually resolved. B. The student is able to explain how the problem (conflict) in a short story or play is resolved. C. The student is able to identify the climax or turning point of the story.

Related Area(s)

State Goal	1,9
District Goal	
Program Goal	4,6,

Suggested Activities: Grade(s) 10-12

Title: Lesson in Conflict
Group size: entire class
Materials: worksheet of songs and poems

Procedure(s):

- Select several students for role playing in a situation which creates conflict.
  Example:
  John and Mary are going together and it is assumed that they will go to the Spring dance together. A new boy in school, Bob, likes Mary and asks her to go to the dance with him. Mary wants to go with him but doesn't want to hurt John.
- After role playing, discuss the problem. What is the problem? Who has the problem? In what ways can it be solved?
- After discussion, tell students that in all forms of literature conflict is a major element. Use well known songs and poems which are familiar to most students and ask them to find the conflict. Find who it belongs to and the way it was resolved.
- Determine the actions that lead to the climax.
- Once students begin working with conflict, and are able to distinguish between the different types of conflict, have them discover where the turning point of the conflict lies in stories they read. (At what point is there a resolution to the problem?)

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Suggested Monitoring Procedures

Have individual students find a poem or song of their choice, identify the conflict, tell who it is, and how it was resolved

Possible Resources

Langston Hughes, "Thank You, M'am"
Sir Arthur Dovle, "The Adventure of the Speckled Band"
Saki, "The Interlopers"
Maupassant, "The Necklace"

District Resources

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9 - 12

Student Learning Objective(s) The student knows the sequence of incidents of a plot may be interrupted by flashbacks, subplots, prologues, parallel episodes, foreshadowing, irony, and similar devices.

State Goal	9
District Goal	
Program Goal	4,6,8

Related Area(s)

Suggested Activities: Grade(s) 10 - 12

Title: A Closer Look At Scrooge
Group Size: entire class
Materials: scripts for class of The Christmas Carol

Procedure(s):

- Assign parts of the play to all the students in class.
- Flashbacks: when reaching the part where the ghost enters, stop reading and discuss flashback:
  1. What is its purpose?
  2. What does it reveal that readers wouldn't know at the beginning of the story?
- Subplots: when reaching the part where the ghost looks in on past events, stop again and discuss these scenes as subplots connected to the main plot:
  1. What takes place in the subplots?
  2. How are the subplots related to the main story?
- Parallel episodes: after reading the complete play, discuss how Scrooge's life story is told at the same time that Cratchet's life story is told (both stories going on within one play).

Title: Storytelling
Group Size: Entire class
Materials: Story to relate to class

Procedure(s):

- Tell a story to the class using at least two examples of flashbacks.
- After the story is finished, ask students to tell where flashback was used, and what it did for the story.

Suggested Monitoring Procedures

Quiz on The Christmas Carol in which the students must relate examples of flashback and state its use.

Relate examples of subplots and state its use.

Relate examples of parallelism and its use.

Teacher could have students do part two on paper to turn in for measurement of how well they grasp the concept of flashback and its use in literature.

Possible Resources

Teacher's Resource Guide for Insights, Reading Skills Activity Sheets. McGraw-Hill
Act. Sheet 10 - Sequence
Act. Sheet 11 - Cause & Effect

"The Outsiders", Carson McCullers, "Sucker", Whit Burnett, "Sherrel", Issac Babel, "The Story of My Dovecot", Saki, "The Interlopers", Ray Bradbury, "The Vacation" Walt Whitman, "When I Heard the Learn'd Astronomer", Edna St. V. Millay, "Apostrophe to Men".

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows character creation gives realism to characters and establishes character notivation. B. The student is able to determine motivation of characters by drawing inferences from the various ways in which an author may reveal character, e.g., by what the character says, by what the author tells the reader, by how others interact with the character.

Related Area(s)

State Goal	9
District Goal	
Program Goal	4,6,8

Suggested Activities: Grade(s) 9-12

Title: Who Is It?
Group Size: entire class
Materials: paper, pencil

Procedure(s):

. Have student write five actions he/she claims his/her character has taken. One should be easy to believe from a person with his/her background and personality, the second more outlandish, the third on the edge of impossibility, fourth a mildly implausible one, and finally a total impossibility. (See sentence #2 in example.) Numbers five, four and possibly three should be lies. Arrange them in order.

Example: Description of a model student, age 14

1. I read an entire book at one sitting.
2. I stayed up an entire night studying for a test, without any sleep.
3. I wrote two 100-page papers.
4. I never missed a class in sixteen yearsof school.
5. I have written six unpublished novels about the settlement of Mars, and have published one about the antebellum South.

. In small groups, each student reads his/her description aloud for class discussion.

. The actions are read aloud with group members trying to determine the truth of them.

. After the group concludes, each student will privately write down a response to "What kinds of observations enable some students to guess correctly"?

. Teacher presents an information sheet stressing that:

1. The more detail we know of a character, the more

Suggested Monitoring Procedures

Read a character-oriented story, such as Shirley Jackson's Charles having students note, in retrospect, the elements of Laurie's behavior that make Charles a believable extension of Laurie.

Possible Resources

Nikki Giovanni. "Nikki Rosa"
Zoe Sherburne, "From Mother With Love"
Flack, Ambrose, "The Strangers that Came to Town"
"Romeo and Juliet"
"Westside Story"
Movie - "The Cherry Tale"
"John Baker's Last Rose"
"Day and a Life of Bonnie Consolo"
"Johnny Lingo and the Eight Cow Bride"

District Resources

Suggested Activities: Grade(s) _______

real our concept of him/her can be.

2. The more we know of a character and his/her milieu, the better we can evaluate the believability of his/her feelings and actions.
3. A variety of character details help us "know" characters -- appearances, physical habits, typical behaviors, friends, outsiders' observations, etc.
4. Characters, like your friends, can be "known" and assessed on a similar basis.

Title: Story
Group size: entire class or small groups
Materials: text or worksheet containing "Gift of the Magi" by O'Henry.

Procedure(s):

- Read story.
- Discuss: reasons for Della's haircut, reasons for Jim selling his watch, how Jim reacts when he sees Della and why he is at a loss, how Della reacts when she sees the present Jim bought for her, their mutual decision concerning their gifts.
- Have students refer to sections of the story that demonstrate character motivation, realism and ways in which the writer reveals the character of the individuals.

Suggested Monitoring Procedures

Have students enumerate other examples of stories and poems they have read where the author reveals character in specific ways.

Suggested Resources

District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9 -12

Student Learning Objective(s) A. The student knows character creation gives realism to characters and establishes character motivation. B. The student is able to determine motivation of characters by drawing inferences from the various ways in which an author may reveal character e. g. by what character says, by what the author tells the reader, by how others interact with the character.

State Goal	1,9
District Goal	
Program Goal	4,6

Related Area(s) ____

Suggested Activities: Grade(s) 10 - 12

Title: Developing a Character
Group size: entire class
Materials: notebook, magazines, scissors, glue, art paper

Procedure(s):

- As the class reads a novel, have them keep a chapter by chapter account of two or three main characters.
- At the end of each chapter, discuss orally with the class the various things the different students had written about the various characters. Also discuss the way in which the author revealed the character through dialogue, actions, appearances; how other characters saw them; how they saw themselves.
- At the end of the novel the students could determine if the character changed or grew, and if so, why.

Variation(s):

- As the students read the novel, set a certain amount of time aside each week for them to make a collage on a character of their choice, adding to it each week until the unit on a particular novel was finished.
- Reserve a bulletin board for characterization of a unit novel.
- Divide it into sections (one section for each main character) and assign students to a particular chore.
- Assign each student to find words and phrases from newspaper or magazine that applies to the character he is assigned.
- Rotate the students with the characters as you

Suggested Monitoring Procedures

Checking notebook periodically would determine if students were able to define the characters correctly and completely.

Possible Resources

Books:

The Pigman, Paul Zindell
The Outsiders, S. E. Hinton
The Witch of Blackbird Pond, Elizabeth Speir
Escape From Warsaw
Dinky Hooker Shoots Smack
That Was Then This is Now
Seven Alone
"The Red Pony", Steinbeck
"The Verger", Maugham
"Jacob", Schaefer
"Thank You, M'am", L. Hughes
"Peter Two", Shaw

District Resources

Suggested Activities: Grade(s) ______

progress through the novel so that each student has had a chance to work on each character.

Title: Know Your Neighbors
Group size: small groups (six to eight in each)
Materials: paper, pencil

Procedure(s):

- Students are given a list of their group members and instructed to do the following in silence (emphasizing realism, but avoiding criticism).
- Select any member of your group as a subject, but keep who a secret. Write a bit of a story that contains a description of the personality and characteristics of your subject. The rest of your group will need to guess who this is, so be obvious only near the end.
- Have the student read his/her description to the other students in the class. See if they can guess who the person is you are describing.

Suggested Monitoring Procedures

Observe how well individual students can judge character traits.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that most literature is written from the point of view of first person (I), or third person (he,she,they). B. The student is able to identify the point of view in a story, i.e., first person narrator, third person omniscient author.

State Goal	9
District Goal	
Program Goal	4,6,8

Related Area(s)

Suggested Activities: Grade(s) 10-12

Title: Whose Point of View?
Group size: entire class
Materials: three students, suitable short story

Procedure(s):

- Arrange privately for three students to present a staged "argument", during class, over a typical school situation. For example, two students might threaten to fight over a hallway collision for which each blames the other.
- Either as a surprise, or as open role playing, have each give his/her version of events. See that each expresses an opinion forcefully,but omits elements favorable to his/her antagonist.
- Have students try to determine who is right in the dispute.
- Have a third student (acting as an omniscient narrator) give a full unbiased version of the collision.
- Evaluate the stories with the class to determine which is most trustworthy, and the flaws in the two students' stories.
- Present briefly, a worksheet defining the term point of view, and giving the limitations of first person narratives.
- Assign a short story (such as "A Man of Peace" by Lawrence Williams), trying to get the class to realize the author's point of view,and the effect this has on the reader.

Suggested Monitoring Procedures

Assign several stories and have students identify point of view.

Possible Resources

Books:

The Pigman, Paul Zindell
The Outsiders, S. E. Hinton

Stories:
Buck Franshaw's Funeral, Mark Twain
"Chickamauga", Bierce
"The Landlady", Dahl
"The Cask of Amontillado", Poe

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources

- Assign a paragraph, describing the hero of the story from the point of view of the villian. Note the changes this would have brought to the reader's attitude at story's end.

Variation(s):

- A standard question asking students to identify the narrator's point of view can be included in the assignments relating to stories that are used to teach other story elements.

Title: Who Is Telling The Story?
Group size: small group, entire class
Materials: your choice: chalkboard, tagboard, overhead projector and tape recorder

Procedure(s):

- First Day-First Person: Students tell the story of Red Riding Hood (or any fairy tale) as though they were Red Riding Hood, and teacher records their responses on chalkboard or tagboard.
- Each student can be given a line so that the story can be recorded on tape.
- It is recommended students go over their written story and underline pronouns used.
- Second Day-Third Person: Using the same story, have students tell the same tale from the point of view of an observer (reporter, best friend).
- Each student can be given a line so that the story can be recorded on tape.
- Discuss how the pronoun used in the story varies from first to third person.

Variation(s):

- Teacher could record both stories on tape. Ask class to distinguish who is telling the story in each case, and how pronouns are used in each story.
- In small groups, or in pairs, have students interview each other, one being reporter, and one a character in a story. Show first and third person together.

District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) The student knows theme is the author's central thought in a selection which may involve several ideas.

State Goal	1,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 9-10

Title: Identifying Theme
Group Size: entire class
Materials: pictures from magazines

Procedure(s):

- Show the class pictures on the same theme (e.g., the seasons, beauty of nature, the family) to show how the same idea can be interpreted in a variety of ways.
- Then, without mentioning specific themes, present pictures to the class and ask students to think of appropriate themes.
- When reading a unit novel, have students make a collage which expresses the various ideas of the theme.

Title: Can You Top This?
Group Size: small groups
Materials: magazines and newspapers

Procedure(s):

- Divide the class into small groups and have each group complete a list of jokes relating to the same theme.
- Select a representative to deliver the jokes to the class.
- Class members then try to guess the common theme of each series of jokes.

Suggested Monitoring Procedures

Individual collages should be good measurement of understanding theme.

Possible Resources

Don Marquis, "The Lesson of the Moth"
John Ciardi, "In Place of a Curse"
Witter Bynner, "Grass-Tops"
Larry Rubin, "Outdistanced"
American Indians, "The Eagle's Song"
Carl Sandburg, "A Father Sees A Son Nearing Manhood"
Yevgeny Yevtushenko, "Lies"

District Resources

Suggested Activities: Grade(s) ______

Title: Name That Theme
Group Size: entire class
Materials: assignments from TV watching

Procedure(s):

- Have students come to an agreement about watching the same weekly television shows such as "Rhoda," "Good Times," "Happy Days," "Welcome Back Kotter." These shows usually cover a separate story each week, yet a single theme moves through each episode.
- Hold a class discussion on the programs and themes.
- Have students watch two or three programs and list the theme of each for discussion in class.

Title: Theme Librarian
Group Size: small group
Materials: poems with a variety of themes

Procedure(s):

- An explanation of the placement criteria of the Dewey Decimal System is briefly given.
- Students are given a packet of poems on varied themes They are to categorize the poems by the main idea that the poem expresses or discusses. The categories are alphabeticized.
- At the chalkboard, teacher collates responses to determine if themes are similar. The concept of theme is explained.
- Given theme categories in a Dewey-like "system", students are turned loose in the library to find poems that fit into each category.

Suggested Monitoring Procedures

After discussion give short quiz to see how closely everyone listened during discussion.

Ask students to identify and discuss themes as other forms of literature are covered.

Possible Resources

Books:

Shelley's "Ozymandias" on impermanence.
Yeats' "Easter, 1916" on futility
Robinson's "Cliff Clingenhagen" on humility.
Owen's "Dulce et Decorum Est" on naivete.
more short poems
Irwin Shaw, "Peter Two"
Sophocles, "Antigone"

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to determine motivation of characters by drawing inferences from the various ways in which an author may reveal character, e.g., by what character says, by what the author tells the reader, by how others interact with the character. B. The student values literature as a source of insight into oneself as well as a means of identifying with the problems and emotions of others.

State Goal	1,9
District Goal	
Program Goal	6,8

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Which Book Did You Like?
Group size: entire class
Materials: tagboard, pen

Procedure(s):

- Post a chart on bulletin board with four categories: Book, Name, Reader, other Readers and Responses. (see example).
- Monitor the responses of students to see which books are successful.
- Have a class discussion to determine why students enjoyed certain books more than others.

Example:
(or, THIS BOOK MADE ME LAUGH OUT LOUD)
(or, THIS BOOK MADE ME CRY A WHOLE BOX OF KLEENEX)
(or, THIS BOOK SCARED THE PUDDING OUT OF ME)
(or, THIS BOOK IS BETTER THAN FICTION)

MY FAVORITE BOOK

Book Name	Name of Reader	Names of Other Readers	Remarks

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the plot of a story presents a problem or conflict that is usually resolved. B. The student is able to state the conflict or problem in a story or play.

State Goal	1,9
District Goal	
Program Goal	6,8

Related Area(s)

Suggested Activities: Grade(s) 9-10

Title: Identify the Conflict
Group Size: entire class
Materials: chart with pictures

Procedure(s):

- Display a wall chart that shows people in various conflicts.
- Pick a certain picture and ask students to elaborate on what might have led up to the moment of conflict.
- Select certain pictures and assign a group of students to act out an event which leads up to the picture.
- Have students decide from pictures on the chart what type of conflict is in the picture.

Title: What Type of Conflict
Group Size: entire class
Materials: cards with the types of conflict on each

Procedure(s):

- Divide class into groups and give each group a card.
- Have the students roll play the conflict on the card and have the rest of the class guess the type of conflict.

  Example of types of conflicts:
    man vs. man
    man vs. nature
    man vs. himself

Suggested Monitoring Procedures

Observation of students to determine if they can meet the objective.

Possible Resources

Teacher's Guide, "Walking In My Shoes", by Prentice Hall.
"To Build A Fire", London
"Anteaus", Deal
"The Story of My Dovecat", Babel

District Resources

Suggested Activities: Grade(s) _______

Suggested Monitoring Procedures

Possible Resources

Title: Role Playing Involving Conflict
Group Size: entire class
Materials: scripts or presented situation for role players

Procedure(s):

- Select students for role playing.
  Mother sister (age 17)
  Father brother (age 16)
  - Both want to use the family car Friday night so an argument breaks out.
- Stop the scene and discuss the situation with the class. Let them determine what the problem is and who has the problem. In this case, both the brother and sister have a problem (man vs. man).

Title: Can He Win? (Conflict-Man vs. Man)
Group Size: entire class
Materials: story "The Wolverine"

Procedure(s):

- Read first half of story to class.
- Stop and discuss what keeps the character from reaching his/her goal.
  - What is the problem?
  - How does it differ from other conflicts (man vs. man)?
  - How might the conflict be resolved?
- Have students write an ending for the story in which the character resolves his/her conflict with nature.
- Read the end of the story to the students so they can compare their story with the author's.

District Resources

SMALL SCHOOLS PROJECT - Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to identify the point of view in a story, i.e., first person narrator, third person omniscient author.

State Goal	9
District Goal	
Program Goal	3,4,6.

Related Area(s)

Suggested Activities: Grade(s) 9 - 10

Title: Point of View
Group Size: pairs, entire class
Materials: worksheet with two paragraphs (one in first person, one written in third person)

Procedure(s):

- Have two students sit facing each other in front of the class. The rest of the students in the class act as the audience.
- One student reads a paragraph containing a brief dialogue.

Example:
Mr. Clark said, "I want to buy this canary for my son's birthday." (first person narrator)

- Other student paraphrases the words of Mr. Clark: "Mr. Clark said he wanted to get a pet canary for his son." (third person omniscient author)
- The audience then discusses the differences in the way the paragraphs were stated. (one in first person, one in third person)
- Following this, students in the class may form pairs to repeat the activity.
- One student relates something in the first person, the other student paraphrases it in the third person.

Variation:

- Use the paragraph written in third person. Have students paraphrase it in first person.

Suggested Monitoring Procedures

Look at several stories students have read. Look for pronoun clues of first person.

Possible Resources

Resource Book For Time Touchers Windchange Dreamstalkers, Harris, Matteoni, Anderson Economy Company, pp. 223, 225

"Sherrel", Burnett
"Interlopers", Saki

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to identify any obvious symbolism.

State Goal	1.9
District Goal	
Program Goal	6,8

Related Area(s) Social Studies (totalitarian regimes)

Suggested Activities: Grade(s) 10-12

Title: Note That Symbolism
Group Size: small group, entire class
Materials: worksheet

Procedure(s):

. Give each student a worksheet containing the samples given below.
. Regarding sample one, the class is asked what the man is expressing about himself (intelligence, partriotism, eminence), even before he begins speaking.
. Students are then asked how they know these things. The concepts of symbol and referent are introduced.
. They are then asked what any of these things really have to do with the speaker. The concepts of connotation, denotation and inference are introduced.
. In small groups, sample two is analyzed to determine what the symbols are and what they are intended to do.
. Sample three describes the different connotations the underlined words take on when Senator Cope's title is changed to Commissar Cope.
. A follow-up quiz over the new terms is advised.

Variation:

. Given a list of words with radically different denotative and connotative meanings, students may write sentences which express both values of the sample.

Suggested Monitoring Procedures

Tape a radio personality and have students identify use of obvious symbolism.

Possible Resources

Encore, Houghton-Mifflin
Recognizing an Author's use of Symbolism
"Navaho Rain" Encore text

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Suggested Resources

Example: rat
1. The rat scurried into its hole.
2. Jimmy Wilson is a no-good stinking rat!

Sample One: (symbolic words underlined)

A man walks onto a stage. He is wearing a scholar's cap and gown. He is at a lectern bearing an image of Abraham Lincoln. The stage is festooned with red, white and blue banners. Forty-foot portraits of George Washington and an American Revolutionary guerrilla flank the stage. A giant American flag covers the entire wall of the stage.

Sample Two:

A man is addressing the nation on television. His speech is designed to reassure people that he is wise, frank and honest. He sits at a massive, elegant desk. Rows of expensively bound books fill the shelves behind him on the left. Behind him on the right an open window reveals a cloudless blue sky over a garden full of blooming, colorful flowers. A bust of a Greek scholar is visible on the bookshelves. A portrait of Lincoln directly above his head is hung between the books and the window. Many ringbinders are stacked on both sides of the desk in front of him.

Sample Three:

The anti-American, subversive activities of Senator Cope make it easy to understand why he was called before this committee today. His unAmerican, socialistic behavior will surely receive a just reward. His anti-democratic attitudes have become a public issue about which many of his countrymen have commented.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the introduction establishes feeling (mood) and gives setting. B. The student knows that mood refers to the atmosphere of the selection and is described in terms of human emotions and words with other elements to give shape to a whole pattern. C. The student is able to identify specific words or phrases which suggest a mood. D. The student is able to identify the general atmosphere or mood produced by the setting.

State Goal	1, 9
District Goal	
Program Goal	6, 8

Related Area(s)

Suggested Activities: Grade(s) 10-12

Title: Suggestive Moods
Group Size: entire class
Materials: pencil, paper

Procedure(s):

- Play four or five different types of music for students and have them draw a picture of how they feel for each of the different selections they hear.
  1. soft, slow music
  2. loud, fast music
  3. heavy, slow, dirge-like music
  4. medium type music
- Be sure to have students number their pictures so that you know which type of music inspired each picture.
- Collect the pictures and discuss how the pictures vary according to the music they were listening to.
- Read orally a passage of the unit novel which sets the mood of the story, and discuss how the passage is similar to the music they listened to.
- Have students write down the words and phrases that create the moods.

Variation(s):

- Have students be prepared with paper and pencils.
- Play the game - YOU ARE THERE. Describe a place where they are. After the description is over, have students write down words which describe how they feel.
- Play the game about four times, each time varying the atmosphere that surrounds the class.
- Have the students number the situations correctly so that they can make comparisons with their classmates about how they felt.

Suggested Monitoring Procedures

Possible Resources

Movie: The Red Balloon
Millay's "Apostrophe To Man"
Heywood Brown, "The Fifty-First Dragon"
Buffy Sainte-Marie, poem "Now that the Buffalo's Gone"
Cheppewa Indians, "A Loon I Thought It Was"
Gwendolyn Brooks, "The Crazy Woman"
Robert Frost "Dust of Snow"
A. E. Housman, "Loveliest of Trees"
American Indians, "Lament of a Man for His Son"
Robert Hayden, "Those Winter Sundays"

District Resources

Suggested Activities: Grade(s) _______

- Have students share the words they wrote in situation one, and put some of the key words on the board.
- Read a passage from a story which creates the mood and is similar to the situation one done by the class.
- Read a passage from the same story describing how a character felt and compare to see if some of the same words were used in both cases.
- Carry through with the other class situations.

Title:	Where Am I?
Group Size:	entire class
Materials"	worksheet, chart, chalkboard

Procedure(s):

- Teacher writes a description of a place. This could be given to students on a worksheet or written on the chalkboard, or on a chart.

  Example:

  Eerie shadows are flying overhead, as I stumble, unable to see, over the uneven rocky ground. I see the shadowy outline of a deserted house up ahead. The air is so damp that it makes me shiver.

- Follow up by asking students to describe the setting in which the story is taking place. Ask them what kind of mood or feeling they get after reading the description.

  Variation: (could be done orally)
  - Students could describe a place using details but not naming the setting. Other students could guess the place.
  - After reading or hearing a description of a place, the student names the location or setting.

Suggested Monitoring Procedures

Suggested Resources

William Stafford, "Traveling Through the Dark"
Robert Frost, "Stopping by Woods on a Snowy Evening"
W. H. Auden, "Their Lonely Bitters"

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: READING

SPECIFIC AREA: COMPREHENSION

Appreciative	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
. reading is a source of enjoyment.		9-12					
. feelings and emotions are affected by what is read.	145						
. an individual's experiences influence his/her response to what is read.	147						
. individuals may respond differently to a given selection.	149						
. visual images (stemming from reading) may vary from person to person.	149						
The student is able to:							
. identify with characters and incidents.	147						
. react to emotion or mood of a selection.	145						
The student values:							
. reading for pleasure and information.							
. reading own work and work of peers.	147						
. reading a selection and relating it to own personal experiences.	147						
. author's creative, unique use of language.							
. the opportunity to create his/her own visual images from reading.	149						
. emotion or mood as an important element of a selection.	145						

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows feelings and emotions are affected by what is read. B. The student is able to react to emotion or mood of a selection. C. The student values emotion or mood as an important element of a selection.

State Goal	1,2
District Goal	
Program Goal	2,4,6

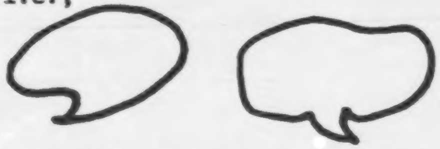
Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Putting words in their mouths
Group size: individual
Materials: pictures, oaktag, pen, tacks

Procedure(s):

- Mount on a bulletin board several pictures depicting various moods of people.
- Cut oaktap into the shape of voice blurbs used in cartoons, i.e.,



- Have the students write on oaktag what they think the person is saying about their feelings or stituation and pin it next to the picture.

Suggested Monitoring Procedures

Possible Resources

Books:

Learning Centers, Stafford Pelow, Burgess Publishing co., page 57.

District Resources

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows an individual's experiences influence his/her response to what is read. B. The student is able to identify with characters and incidents.

C. The student values reading a selection and relating it to own personal experiences.

D. The student values reading own work and work of peers.

State Goal	1,4
District Goal	
Program Goal	1,2,6

Related Area(s) - Oral and Silent Reading

Suggested Activities: Grade(s) 9-12

Title: Love That Reading
Group size: individual, small group, entire class
Materials: relevant current materials

Procedure(s):

- Reading center should include the following:
  Materials; should be of high interest, low reading level, relevant and current.
  Atmosphere; should be relaxed with students able to sit at tables, or on chairs, pillows and carpet. Encourage quiet and independent use of the center.
  Physical Setting; display projects, mobiles and bulletin board materials.

Title: Relate
Group size: individual, pairs
Materials: reading selection

Procedure(s):

- Have students read a story or selection.
- Following the reading of the selection have students relate their personal experiences to what they've read.
- This could be a verbal or written activity.

Variation(s):

- Students could select a partner to share their experiences with.

Suggested Monitoring Procedures

Teacher observes to see that all materials are respected and returned to the appropriate place. Also,that all students are making use of the materials:

Check the type of book each student is reading to be certain that it relates to a personal experience. Move around the room to be certain the students are sharing.

Possible Resources

Newspapers
Comics
Magazines
Hobby and Sports Material
Career Education Materials
Reader's Digest Reading Series

Datalog, The Economy Co., p. 240.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows individuals may respond differently to a given selection. B. The student knows visual images (stemming from reading) may vary from person to person. C. The student values the opportunity to create his/her own visual images from reading.

State Goal	1,5,10
District Goal	
Program Goal	1,4,6

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Images
Group Size: small group, entire class
Materials:

Procedure(s):

- Teacher selects a story in a text containing paragraphs which describe place, character, action, etc.
- Teacher either reads aloud or has students read silently specific paragraphs.
- Students either write down reactions or draw pictures depicting images projected from each paragraph.
- Students may compare reaction papers or pictures.
- Teacher may collect papers or pictures and have students decide which paper or picture goes with what paragraph and why.

Suggested Monitoring Procedures

Teacher observes writing, discussion and drawings.

Teacher guides student discussion of matching papers and pictures with pictures.

Suggested Resources

District Resources

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Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

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SMALL SCHOOLS PROJECT

SUBJECT: READING

SPECIFIC AREA: COMPREHENSION

Evaluative	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
. not all material written as fact is true.	171	9-12					
. bias exists in written material.	153						
. sensationalism is used to get attention.	161						
. criteria used for determining usefulness of reading materials depends on the purpose for which the material is being used (subjective vs. objective accounts of an event, copyright date, credentials of author and publisher).	173						
The student is able to:							
. determine whether a selection or incidents in a selection are real or fictitious.	155						
. evaluate a selection in terms of the author's credentials and copyright information.	173						
. determine whether a selection or incidents in a selection represent fact or opinion.	157 171						
. identify obviously stereotyped characters, events or situations in a selection.	159						
. make evaluations of advertising.	163						
. recognize propaganda techniques.	165						
. recognize bias and prejudice within a selection.	153						
. evaluate material as to relevancy of details as they pertain to a question to be answered.	167 169						
. make judgments of worth, desirability or acceptability of a selection.							
. determine whether evidence presented to support an opinion is objective, authoritative, and/or true to original context.							
. evaluate materials using a set of criteria consistent with the purpose(s) for reading.	167						
The student values:							
. the worth of reading selections to him/herself as an individual.	169						
. events in literature in the context of the time period in which they were written while examining them from a current time frame.							
. author's ability to choose words, phrases, and style to create desired effects.							
. the author's ability to elicit emotional response through choice of language and style.							
. reading content which may serve as a model for standards of behavior.							

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) The student knows bias exists in written materials. B. The student is able to make evaluations of advertising. C. The student is able to recognize bias and prejudice within a selection.

State Goal	1,5
District Goal	
Program Goal	4B,6,7

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources

Title: Buyer Beware
Group Size: small group, entire class
Materials: newspapers, magazines

Procedure(s):

. Students display and label on bulletin board under the title, "Buyer Beware," a variety of advertisements that illustrate the following forms of bias and prejudice.

Examples of bias and prejudice:

Labels	Examples:
-Experts say	More doctors recommend Bayer Aspirin for colds than any other aspirin.
-Statistics	My group had 27% fewer cavities with Crest.
-Oversimplification	Aspirin is good for all aches, pains and colds.
-Exaggeration	Quik Joe Ice Melt--Works like magic.
-Symbols	Tony the Tiger.
-Bandwagon	Every kid wants to try Screaming Yellow Zonkers.
-Image Making	Wheaties--The Breakfast of Champions.
-Snob Appeal	The 1973 Silver Continental Mark IV is meant for people who want elegance and style in a car.
-Famous People	"Switch to American (gasoline) where the new cars go," says Johnny Cash.
-Special Offer	Cap'n Crunch--Special Treasure Kit offer.
-Slogan	It's the real thing, Coke is!
-Something New	New Alligator Baggies
-Goodness Appeal	Mothers who care for their children buy Hostess Cupcakes.

District Resources

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Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

Variations:

- Small groups of students write and act out commercials that illustrate forms of bias and prejudice in advertising.
- Students research in Consumer's Report or newspaper articles, the validity of claims in advertising.

Title: Recognizing Bias
Group Size: individual or small groups
Materials:

Procedure(s):

- Discuss with students that bias in written material can either be in favor of something or against something.
- Teacher develops a variety of paragraphs and 3 headlines that might have been written about the information in the paragraphs.
- Have students write letter F in the blank before the headline that shows bias IN FAVOR OF something, A before the headline that shows bias AGAINST something, and N before the headline that show NO BIAS.

Example(s):

Yesterday afternoon the First-place baseball team of Langley High played against second-place team from Kings Garden. The final score was 3-2.

F Langley Wins Easy Victory Over Kings Garden.
A Rough Playing by Langley Leads To Undeserved Win.
N Langley 3-Kings Garden 2 in Yesterday's Game.

District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to determine whether a selection or incidents in a selection are real or fictitious.

State Goal 1,9

District Goal

Program Goal 1,6

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Distinguishing Between Fiction and Non-Fiction

Group Size: individual

Materials:

Procedure(s):

- Give the students the following directions: Below are several examples of the kind of write-up you might find on a book jacket. Use the title of the book and the information given to determine if the book is fiction or non-fiction.

____1. Two Men Dared
An improbable but chilling story of two scientists who venture into the depths of Amazon territory to search for their lost associate.

____2. Dartmoor: Past and Present
A scholarly account of England's famous moor. There is an especially informative chapter about Dartmoor prison, with true tales of those who dared to escape, but always failed.

- Have students determine if the following paragraphs are based on realism or fantasy.

____1. In an effort to end international hostilities, a new product has been offered to leaders of every nation. It is a small, flat, somewhat

Suggested Monitoring Procedures

Suggested Resources

Encore Practice Book, Houghton-Mifflin, p. 8

District Resources

Suggested Activities: Grade(s) 9-12

Suggested Monitoring Procedures

Suggested Resources

granular tablet. Placed between one's lower lip and bottom teeth, it is physically undetectable. Its effect, however, is staggering. Simply stated, it allows a speaker to utter nothing but the truth, no matter how much he or she wishes to avoid it. Diplomatic niceties, white lies, false flattery--all the supposedly harmless tricks of the diplomatic trade are rendered impossible, despite the best intentions of the speaker. Imagine two heads of state at a formal reception. No matter what contrived things they might prefer to say to each other, each is forced to reveal exactly what he or she thinks. Although some unfortunate remarks are bound to occur, the manufacturers of the tablet believe that in the long run, truth is more constructive that destructive. If all leaders were compelled to use the tablets, they say, the prospect of world peace would soon become a firm reality.

____ 2. By the time the plane touched down, Sarah had become thoroughly suspicious of the woman in the next aisle. She looked harmless, but during the trip she'd given Sarah far too many searching glances to be merely a disinterested observer. Sarah wondered if she could be the secret agent they'd all been warned about--someone who worked for the other side--ruthless, clever, with a reputation for never bungling a mission. How dangerous was she? Did she know what Sarah was carrying? Thinking quickly, Sarah decided to call headquarters and explain the situation. Hopefully, they'd tell her that her intuition was wrong, that the woman was perfectly ordinary, and that Sarah's imagination was simply working overtime.

District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to determine whether a selection or incidents in a selection represent fact or opinion.

State Goal	5,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Distinguishing Between Fact and Opinion

Group Size: individual, small groups

Materials:

Procedure(s):

- Some of the following sentences are statements of fact, some are statements of opinion, and some contain both statements of fact and statements of opinion.
- On the line, write the letter F if that sentence is a statement of FACT only. Write the letter O if that sentence is a statement of OPINION only. Write the letter B before any sentence that contains BOTH a statement of fact and a statement of opinion.

1. B The cathedral of Notre Dame, which is in Paris, France, is the most beautiful church in the world.
2. O Water-skiing is a pointless and extremely boring sport.
3. F Mrs. Liebermann told us that she emigrated to the United States just before the outbreak of World War II.

Suggested Monitoring Procedures

Suggested Resources

Encore Practice Book, Houghton-Mifflin, p. 17, 19.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources

District Resources

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SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) **The student is able to identify obviously stereotyped characters, events or situations in a selection.**

State Goal 1,7

District Goal

Program Goal 4B,6,7

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: **The Good Guys and the Bad Guys**
Group size: **small group, entire class**
Materials: **reading texts, library books, felt pens, tagboard strips**

Procedure(s):

- After reading a collection of stories, either from the basal text or from a library book, have the students recall the stories and list the characters they thought were the "bad guys."
- During class discussion, have each student write a character's name on a tagboard strip.
- Student places this strip on the bulletin board under the appropriate title "Good Guys" and "Bad Guys."
- Students should be prepared to tell the characteristics of the "good" or "bad" guy and the reason he/she is considered "good" or "bad."

Variation:

- Have the students select a character from any story they have read. Change the character's traits so that he/she is the opposite from what he/she was originally. Write a short story using this "new" character.

Example:
In the story Cinderella, change Cinderella from her sweet, good self to a horrible, hateful person.

- These characters can be acted out in skit form.

Suggested Monitoring Procedures

Teacher listens to discussions and checks information placed on bulletin board.

Check student notebooks.

Possible Resources

How The Grinch Stole Christmas, Dr. Seuss

A Christmas Carol, Charles Dickens

Wizard of Oz, Baum

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows sensationalism is used to get attention.

B. The student is able to recognize propaganda techniques.

State Goal	1,5
District Goal	
Program Goal	4B,6,7

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Does It Really?
Group Size: small group, entire class
Materials: 3" x 5" cards, felt pens, typewriter, magazines, newspapers

Procedure(s):

- Select actual ad headlines from advertisements or make up imaginary ads and place them on 3" x 5" cards.
- Let the student select a card or cards and after having read the ad, write down what the ad literally implies.

Example:
"Switch to Cough Up. The cigarette that soothes your nerves." The ad implies that if you're nervous, the cigarette will calm you down. The students form small groups and discuss findings.

Title: Sensationalism
Group Size: small group or entire class
Materials: newspapers, magazines

Procedure(s):

- Discuss with students how newspapers and other publications print sensational stories or headlines to promote an increase in circulation.
- Have students bring in articles from various publications that are sensational in nature.
- Have students discuss if the sensational aspect of the article is related to the information stated.

Suggested Monitoring Procedures

Teacher reads student answers and circulates among small group discussions.

Possible Resources

Encore: Nelly Bly & The Great Hour, Houghton-Mifflin

District Resources

Suggested Activities: Grade(s) ______

Title: Sensational Stories
Group Size: entire class
Materials: stories, newspaper articles

Procedure(s):

- Clip out headlines from newspapers that are examples of sensationalism.
- Have students write an article to go with each headline.
- Student writes a sensational headline for a story or book he/she has read.
  Example: "Girl Swept Away By Tornado" in reference to *The Wizard of Oz*.
- These can be guessed by the class or put up on a bulletin board.
- List several headlines written in a very ordinary, mundane way.
- Have students rewrite them to create a sensationalistic approach.
- Have each student rewrite a story he/she has read using sensationalism.
- Have student pretend he/she is a newspaper reporter and record the happening on tape, using excited tones and lots of sensationalism.

Suggested Monitoring Procedures

Teacher reads student writings.

Possible Resources

Reading Critically, The Reading Skills Lab, William Durr, Robert Hillerich, Houghton Mifflin Co., 1970.

District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to make evaluations of advertising.

State Goal 1,7

District Goal

Program Goal 4B,6,7

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Promise or Fact
Group Size: individual, entire class
Materials: worksheet

Procedure(s):

- Teacher explains that some advertisements provide useful information or facts about a product being advertised.
- Teacher explains that other ads try to persuade the reader by means of vague claims or promises.
- The teacher writes several pairs of ads:

  WYCO plays your favorite music.
  WYCO plays music opera fans will enjoy. Tune in each weekday from 4:00 - 6:00 p.m.

- The teacher hands out a worksheet with pairs of ads and asks the students to identify the fact(s) and claim(s) within the ad.

Variations:

- Have students find ads in magazines and write up ad pairs.

  Examples:
  Enjoy a super taste treat -- Lil's mini-priced maxi-burgers!
  Try Val's Sirloin burgers--a quarter pound of top-grade meat--40¢.

- Read ads to class or small groups. Discuss if any changes need to be made.

Suggested Monitoring Procedures

Teacher monitors student examples read to class.

Teacher checks worksheets.

Possible Resources

Books:

Reading Critically, Houghton Mifflin Co., page 40

District Resources

Suggested Activities: Grade(s) _______

Title: News Beware
Group Size: entire class
Materials: video tape of evening news

Procedure(s):

- View the video tape of the evening news in class.
- Stop the video tape and identify the advertising techniques of the commercials.
- Time the length of the advertisements while discussing the age group they are appealing to, the use of language, double talk, etc.

Variation:

- Stop the video tape and discuss the news stories.

Title: Transfer Ad
Group Size: entire class
Materials: magazines (sports, movie, Time, etc.), newspapers, glue, construction paper, scissors

Procedure(s):

- Tell the students they are going to have an opportunity to create an ad of their own, advertising anything they choose.
- Have them find a picture of a famous person to be part of their ad.
- Have them cut pictures and lettering from magazines to complete the ad format.
- Have students describe the forms of sensationalism and propaganda used in their advertisements in small groups or to entire class.
- Display student-created ads on bulletin board.

Suggested Monitoring Procedures

Try to actively involve as many students as possible in the timing of commercials, stopping the video tape, recording the length of the commercial, who it appeals to, and the product being advertised.

Other students could write down titles of news stories.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to recognize propaganda techniques.

State Goal	1,5,9
District Goal	
Program Goal	1,6

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Recognizing Propaganda
Group Size: individual, small groups
Materials:

Procedure(s):

- The following are propaganda techniques used in advertising: Bandwagon, Testimonial, Transfer, Repetition, Emotional Words, Name Calling, and Faulty Cause and Effect.
- Below are examples of propaganda used in advertising and political campaigning. Read each item and try to identify the main propaganda technique being used in it. Write the name of the technique on the line below each item. (For those unfamiliar with these techniques, see pp. 309-312, Encore - Teacher Guide.)

1. Ruggedly handsome Vip Vapid certainly does know his shaving lotions! That's why he never goes out on that all-important date without a generous dousing with Birchbark After Shave. Vip just doesn't feel dressed until he splashes on his Birchbark. That stiff, bracing, lightly aromatic lotion puts him right into gear and lets everyone know he's a real man.
   (Transfer)

Suggested Monitoring Procedures

Suggested Resources

Encore Teacher's Guide and Practice Book, Houghton-Mifflin.
Practice Book
pages 96 - 98
Teachers Guide
pages 309 - 312

District Resources

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Suggested Resources
2. Melba Mulherne of Sioux City, Iowa, has been using Varoom Motor Oil in her car since she bought it over ten years ago. Last month, we at Varoom offered to pay her to use a different oil in her car. She agreed, and here is her statement at the end of that month: "My car coughed, sputtered, jerked, and wouldn't start in the cold weather we've been having. I want my Varoom back. No matter how much money I'm offered, I'll never switch motor oils again!" (Testimonial) 3. Voters, you are honest, intelligent people, so I must tell you of my sly opponent's calculated misuse of the public trust. His underhanded transactions with local industries have created an atmosphere of corruption in this city. Let's get this crooked dirty-dealer out of public life!" (Name Calling)		
		District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to evaluate material as to relevancy of details as they pertain to a question to be answered. B. The student is able to evaluate materials using a set of criteria consistent with the purpose(s) for reading.

Related Area(s)

State Goal 1,8,10

District Goal

Program Goal 6,8

Suggested Activities: Grade(s) 9-12

Title: Is It True?
Group Size: small groups, entire class
Materials: several short stories

Procedure(s):

- Students read a story.
- Teacher poses the question: "What is the information to be gained?"
- Students substantiate their conclusion or main idea with the facts presented and determine relevancy of the same.

Title: Evaluating Statements of Opinion
Group Size: individual, small groups
Materials:

Procedure(s):

- Read numbered paragraphs below. Write YES beside each paragraph that gives evidence to support the underlined opinion. Write NO beside each paragraph that does not give evidence to support the underlined opinion.

1. _____ "Cats are the best pets. We have always had dogs, and they have caused us unending trouble. One dog insisted upon burying her old bones in the vegetable garden. Just as the vegetables began to ripen, the dog would dig them up in her frantic haste to hide a bone."

Suggested Monitoring Procedures

Teacher observation if it is a discussion. Teacher checks written answers.

Suggested Resources

Reading Power. The Bookmark Reading Program, Harcourt and Brace, pages 13, 17, and 18. Early, et al.

Encore Practice Book, Houghton-Mifflin, p. 61

District Resources

Suggested Activities: Grade(s) 9-12

Suggested Monitoring Procedures

Suggested Resources

2. ____ "The results of this reading test are absolutely meaningless. Each section of the test must be carefully timed, for the scores are determined by the number of questions answered correctly in the specified time. Since the stopwatch was not working properly, the timing was not accurate."

Title: Evaluating Textbook & Class Materials in Relation to the Purpose of the Class

Group Size: small groups

Materials:

Procedure(s):

- Divide into small groups.
- Students determine the purpose(s) of the class and program goals.
- Students examine the content of the books & materials in relation to the program goals. (e.g., determine readibility by using the close technique)
- Students analyze the structure and format of materials, e.g., subheadings, indexes, vocabulary helpers, etc.
- Students determine if there is a means for evaluating student progress in the various materials.
- Students either adopt or reject materials.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to make judgments of worth, desirability or acceptability of a selection. B. The student values the worth of reading selections to himself/herself as an individual.

State Goal	1,5,10
District Goal	
Program Goal	4B,6,7

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Forget It!
Group Size: small groups
Materials: paragraphs, short stories, magazines and newspaper articles

Procedure(s):

- Students form small groups of five or six students in each.
- Students listen to a short selection read by someone in their group.
- Students discuss the selection in terms of:
    - Offensiveness of language
    - Acceptability of ideas
    - Validity of conclusions
    - Acceptability of decisions
    - Relevancy of material to reader's personal experiences
    - Relevancy of material to purpose stated by teacher
- Individuals form small groups, read their selections and report the group's findings to the entire class.
- Groups should be able to substantiate their opinions.

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Suggested Monitoring Procedures

Teacher listen to and lead brief class discussions on group findings.

Possible Resources

Any type reading material.

District Resources

312

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources
313		314

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows not all material written as fact is true.

B. The student is able to determine whether a selection or incidents in a selection represent fact or opinion.

State Goal	1,5
District Goal	
Program Goal	4B,6,7

Related Area(s)

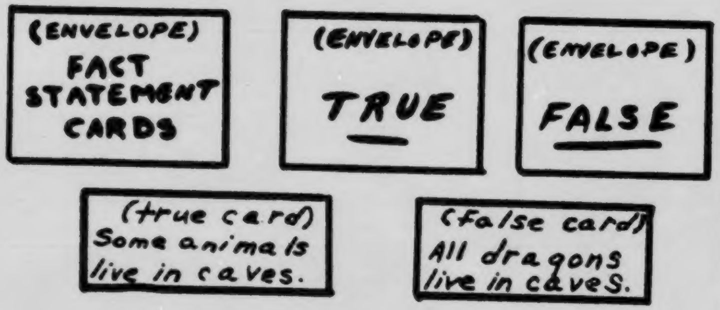
Suggested Activities: Grade(s) 9-12

Title: True or False
Group Size: individual, pair
Materials: encyclopedia, index cards, three envelopes

Procedure(s):

- Place index cards with either a true or false statement on them in one envelope.
- Students use encyclopedias as a means of deciding which statements are true and which are false.
- Fact cards designated as true go in the envelope marked True and those designated false go in the envelope marked False.

Example:


(ENVELOPE)
FACT STATEMENT CARDS
(ENVELOPE)
TRUE
(ENVELOPE)
FALSE
(true card)
Some animals live in caves.
(false card)
All dragons live in caves.

Variation:

- Students write some true statements and some false statements for others to use.

Suggested Monitoring Procedures

Teacher checks to see which statements are in which envelopes.

Possible Resources

Books:

Reading Skills Lab, Reading Critically Book C Level 3, Durr, Hillerich, page 8.

District Resources

Suggested Activities: Grade(s) _______

Title: To Fact Or To Fiction

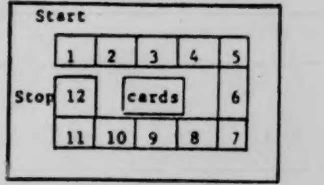
Group Size: individual, small group

Materials: game board, index cards, dice and markers

Procedure(s):

- Number spaces on game board in order

Example:



- Have index cards with a fictional or factual statement on each card mixed in a pile on the game board.
- Students, in turn, throw dice to see how many spaces to move.
- If the student lands on an odd number, he/she must identify an index card with a factual statement on it before moving forward the number of spaces shown on the dice.
- If the student lands on an even number, he/she must identify a card with a fictional statement on it before moving.
- If a student guesses wrong, he/she must move backward the number shown on the dice.
- Proceed to the next player until someone reaches S T O P.
- Have a master sheet with the statements labeled factual or fictional for student reference while playing the game.
- Student checking answers on master sheet should not be playing the game.

Variation:

- Have students write factual or fictional statements on cards for the game.

Suggested Monitoring Procedures

Teacher checks accuracy of statements on student written cards.

Possible Resources

Vancouver Public Schools Reading Guide, Vancouver Public Schools, pages 118-121.

Impressions, Houghton Mifflin Co., Teacher's Guide, page 39.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows criteria used for determining usefulness of reading materials depends on the purpose for which the material is being used (subjective vs. objective accounts of an event, copyright date, credentials of author and publisher).
B. The student is able to evaluate a selection in terms of the author's credentials.

State Goal 1,5,10

District Goal

Program Goal 4B,6,7

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Green Cheese Group Size: small groups, entire class Materials: books, articles, magazines Procedure(s): . Identify copyright date. Is the validity of the information related to the copyright date? . Teacher read selections from old encyclopedias and reference books on such topics as the moon, science, medical science, sports records, invention. . In class discussion, compare information on same topics from current reference books. . Teacher assigns topics and facts for students in small groups to research in old and current reference materials. . Small groups report findings to entire class.	Teacher leads and monitors discussion. Teacher monitors small group reports. Help students pick out details when comparing dated information	Books: Encyclopedias National Geographics Almanacs Record Books
Title: Date That Topic Group Size: individuals, small groups Materials: Reader's Guide, 3" x 5" cards Procedure(s): . Give the students a recent topic to look up in the Reader's Guide in the library. . Have students list on a 3" x 5" card the magazine names, titles of the articles and dates of the issues that contain information about his/her topic. . Student chooses the most recent article to read and writes a short review.	Teacher reads and discusses with students their findings. Help students become aware of noting the accuracy of information in terms of copyright dates.	District Resources

Suggested Activities: Grade(s) ______

Variation(s):

- Give students a list of outdated subjects and let them see if they can find anything on them in the Reader's Guide. Discuss findings with the students.
- Have students choose books with copyright dates from the 1930's, 40's, 50's, 60's and 70's. This would be a long-term assignment.
- Have them read the books and keep a record comparing information given about each time period.

Title: Evaluating statements of opinion
Group size: individual or small groups
Materials:

Procedure(s):

- List statements of opinion.
- Following each statement, things are told about three people who made the same statement.
- Decide which person you think is best qualified to give an informed opinion about the subject of each statement.

Example: "Many small companies will probably be forced out of business if the new tax law is approved."

a) Rachael Prince. Ms. Prince has been a state senator for several years. She is currently heading a committee that is working to defeat the new tax law.
b) Lionel Sharp. Mr. Sharp is the president of the Small Business Assoc. of America. He has studied the new tax law and its immediate effect upon small businesses.
c) Samuel Connors. Mr. Conners works in the charge account office of a large department store.

Suggested Monitoring Procedures

Possible Resources

Encore Practice Book
Houghton-Mifflin, p. 62.

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: READING

SPECIFIC AREA: ORAL READING, SILENT READING, RATE

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
. the purpose of oral reading is to share a written selection with an audience.	177	9-12					
. the style of presentation is a form of oral interpretation which may affect the listener.	179						
. silent reading precedes oral reading when possible.	177						
. oral reading slows the rate of reading.	179						
. materials may be reread for various purposes, e.g., clarification, self-correction, locating specific information, appreciation of language and style.							
. silent reading is more effective and efficient for gaining the author's intended meaning.							
. several factors influence choice of rates, e.g., number and complexity of ideas of page, type of material, and purpose of reading.	185						
The student is able to:							
Oral Reading							
. read orally with fluency and expression to give meaning to a reading selection.	177						
. read orally to prove a point or provide information.	181						
. enunciate clearly and project the voice to be heard.	179 181						
Silent Reading							
. read silently and respond to literal, interpretive and critical questions.	183						
. determine the tone of the passage when reading silently.	187						
. survey and adjust rate according to reader's purpose and complexity of materials.	185						
. increase rate of reading and input of information.	185						
The student values:							
. reading and will choose to read silently.							
. reading and will choose to read orally for others.	177						
. reading a wide variety of printed materials	187						
. sharing reading experiences with others.							
. the ability to increase and adjust silent reading rate to accommodate various purposes.	187						

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student knows the purpose of oral reading is to share a written selection with an audience. B. The student knows silent reading precedes oral reading when possible. C. The student is able to read orally with fluency and expression to give meaning to a reading selection. D. The student values reading and will choose to read orally for others.

State Goal	1
District Goal	
Program Goal	1,2

Related Area(s) __________

Suggested Activities: Grade(s) 9

Title: Reading Plays
Group Size: small groups
Materials: plays

Procedure(s):

- Select a play that students will enjoy.
- Assign character parts to students.
- Have students read play orally.
- Encourage them to read clearly, with expression and to project voice.

Title: Choral Reading
Group Size: Pairs, small groups, entire class
Materials: Choral readings

Procedure(s):

- Assign parts to students, according to voice pitch.
- Have them read silently and make sure they understand the meaning of the reading.
- Have the students read orally several times, and emphasize their need to enunciate clearly, project voices and read with fluency and expression to give meaning to the reading.
- Have a choral reading for an audience such as parents or for students in another class.

Suggested Monitoring Procedures

Have students appraise the oral reading in an affective mode -- as an audience.

Possible Resources

"The Corn Is Green" - P.I. News
"Roots" - P.I. News
"Sounder and Other Plays" - Scholastic
"Open-Ended Plays" - Globe

- - - - - - - - - - - - - - - - - -

Choral Reading

"Cheers", Eve Merriam
"Sonic Boom", John Updike
"River",
"Aeroplane",
"Crossing", Philip Booth

District Resources

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uggested Activities: Grade(s) _______

Title: Read It With Expression!
Group Size: Small group, entire class
Materials: Reading material at student's own level and choice, checklist worksheet of Oral Reading Skills for each student

Procedure(s):

- Students are given preparation time to read a short story or passage silently, observing phrasing, where expression will be needed, and to look up any unfamiliar words.
- Student reads title of selection, author, and informs audience of any needed background.
- Student reads orally - three or four paragraphs.
- Teacher checks progress on chart.

ORAL READING				
Story	Name			
Level				
Date				
Satisfactory Progress In:				
Decoding				
Fluidness				
Voice level - clear & loud				
Emphasis - expression				
Phrasing				
Needs Improvement In:				
Decoding (mispronunciation)				
Unneeded pauses, breaks, stumbling				
Emphasis - expression				
Phrasing				
Comments:				

Suggested Monitoring Procedures

Charts can be handed back to students for reference, reinforcement, and guidance in ways to improve oral reading, or it may be kept to chart quarterly or yearly progress.

Possible Resources

"Legend of Sleepy Hollow"
Washington Irving

"The Tell-Tale Heart"
Edgar Allan Poe

"An Occurrence at Owl Creek Bridge", Anbrose Bierce

District Resources

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student knows the style of presentation is a form of oral interpretation which may affect the listener. B. The student is able to read orally to prove a point or provide information. C. The student is able to enunciate clearly and project the voice to be heard.

State Goal	1,8
District Goal	
Program Goal	1,2,6

Related Area(s)

Suggested Activities: Grade(s) 9-12

Additional Activity:

Title: Radio Broadcast
Group Size: Small groups
Materials: Newspapers

Procedure(s):

1. Have each group select two international, national, state, and local articles from a newspaper. (Include also: Sports and Weather articles.)
2. Have the groups organize and develop articles into a radio broadcast.
3. Have students read the broadcast silently.
4. Have students read the broadcast orally several times, emphasizing the need to enunciate clearly, project voices, and read with fluency and expression to give meaning to the broadcast.

Suggested Monitoring Procedures

Listen and assess the oral reading of individual students in light of audience response.

Possible Resources

Seattle Times, Seattle P.I.

Local newspaper
School newspaper

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows silent reading precedes oral reading when possible. B. The student knows oral reading slows the rate of reading. C. The student is able to read orally to prove a point or provide information. D. The student is able to enunciate clearly and project the voice to be heard.

State Goal	1,10
District Goal	
Program Goal	1,2,8

Related Area(s)

Suggested Activities: Grade(s) 9

Title: Oral, Silent, and Prove It!
Group size: Entire class
Materials: Reading selection, stop watch

Procedure(s):

- Have students silently read a selection for a determined time period, such as one minute.
- Time the students indicating when to begin and when to stop.
- After reading, have students count the number of words read, or number of lines read. Record on a graph the number of words read or lines read.
- Repeat activity, having students read orally.
- Have students analyze reasons for differences between the two rates.
- Question students' literal recognition level of the selection and have them respond orally to the following questions:
  - A. Find the line in the book that tells ... a character, time, place, events, things.
  - B. Find in the book the sentence that tells the main idea of various paragraphs.
  - C. What happened before...after...
  - D. Read the part that tells how ____ are alike, are different.
  - E. Find a word or words that describe how ______ looks, acts, feels.
  - F. Read the part that tells what caused ______.

Suggested Monitoring Procedures

Teacher Observation

Possible Resources

Library books

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to read silently and respond to literal, interpretive and critical questions.

State Goal	1, 10
District Goal	
Program Goal	1,2

Related Area(s)

Suggested Activities: Grade(s) 9

Title: Question Sequences
Group Size: Individual, small group
Materials: Worksheet

Procedure(s):

- Duplicate and distribute the following questions or present them in group or class discussion situations.
- Literal Recognition:
  - A. Find the line in the book that tells... a character, time, place, events, things.
  - B. Find in the book the sentence that tells the main idea of paragraph, book.
  - C. What happened before...after....
  - D. Read the part that tells how ____ are alike, are different.
  - E. Find a word or words that describe how ____ looks. acts, feels, etc.
  - F. Read the part that tells what caused ____.
- Literal Recall:
  - A. Remember what is stated in the book telling about ______. (above, A to F)
- Reorganization:
  - A. Summarize the paragraph, chapter, book in ______ sentences.
  - B. Classify, compare or list all characteristics of ______.
- Influence:
  - A. How would you have changed_______? Pretend ....suppose......consider (details).
  - B. What lesson did the story teach? What did you learn? (main idea)

Suggested Monitoring Procedures

Observation and assessment of worksheet.

Possible Resources

Taxonomy of Reading Comprehension by Thomas C. Barrett

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
C. What would have happened if? ____________ (sequence) D. What might have caused __________? (cause and effect) E. How might ________have looked, acted if___? (character traits) • Evaluation: A. What part of the story best describes_______? Is it right? B. Do you believe that ____________? C. Is _______fact or opinion? Why? D. Is it right _____wrong___fair___unfair? Should a person_______? • Appreciation: A. How do you feel? (emotional response) B. Do you know anyone like _____? (identification) C. What word made you feel _____? (language) D. What words make you feel--see--taste---hear? (imagery)		District Resources

SMALL SCHOOLS PROJECT -

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows several factors influence choice of rates, e.g., number and complexity of ideas on page, type of material, and purpose of reading. B. The student is able to survey and adjust rate according to reader's purpose and complexity of materials. C. The student is able to increase rate of reading and input of information.

Related Area(s)

State Goal	1
District Goal	
Program Goal	1,2

Suggested Activities: Grade(s) 9-10

Title: Adjust!
Group Size: Small group
Materials: Short passages

Procedure(s):

- Teacher explains that reading is determined by:
  - purpose in reading
  - kind (difficulty) of reading material

PURPOSE

1. entertainment ----------quite rapidly, skim
2. main idea or big topic or reviewing---------------skim
3. details (selected)------scan
4. to determine purpose-----------------survey
5. judge, weigh, evaluate and analyze descriptions, facts and ideas---------------study
6. set of directions-------read carefully once and then re-read a step at a time as you do what the directions tell you.
7. familiar information----read faster, staying alert for new facts.
8. fairly difficult material----------------read thoughtfully and re-read sentences and whole paragraphs when necessary.

- Teacher decides the purpose for which he/she wants students to read, e.g., what kinds of foods a certain animal eats.

Suggested Monitoring Procedures

Time the students to be certain that no one could possibly read the paragraph word for word.

Possible Resources

Reading Power, Bookmark Reading Program, Harcourt Brace, Inc. pages 248-262.

Learn Incorporated, 21 East Euclid Ave., Haddonfield, N.J. 08033

Learning Centers, Burgess Publishing Company, Minneapolis, Minn. By Gerald Stafford, Randall Pelow

District Resources

Suggested Activities: Grade(s) ______

Title: Timed Reading (Beat the Clock)
Group Size: Individuals, entire class
Materials: Reading selection, stop watch

Procedure(s):

- Have students read a selection for a prior determined time period, such as one minute.
- Teacher times students indicating when to begin and when to stop.
- After reading have students count the number of words read, or number of lines read. Record on a graph the number of words read or lines read.
- Repeat timings several times throughout day. Always have students count number of words or lines read, and record the total on graph.
- Recording reading rate on a graph shows students visually the increased rate of their reading.
- Rate of reading will not increase each day, but will reach plateaus--especially as material increases in difficulty.

Variation:

- Make stop watch or timers available to students. Let students practice timing themselves throughout the day.
- Once each day, teacher directs timed reading experience. Reading rate of teacher directed timing is recorded. However, then timers are made available to students, they may have many opportunities to practice throughout the day.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student is able to determine the tone of the passage when reading silently. B. The student values reading a wide variety of printed materials. C. The student values sharing reading experiences with others.

State Goal	1,5
District Goal	
Program Goal	1,2

Related Area(s)

Suggested Activities: Grade(s) 9

Title: Determining Tone
Group size: small groups
Materials: Poems and short stories of various tones/selected magazine pictures, posters, photographs, prints

Procedure(s):

- Assign each group a particular poem or short story.
- Have the students read the material and discuss the literal meaning.
- Discuss tone present in the material.
- Have each group select 3 - 5 pictures that project the tone of the material.
- Have the groups present their work as bulletin board display

Variation

- Select poems or short stories and provide musical selections that project similar tones.
- Select a poem or short story and incorporate tone into an art work project.

Suggested Monitoring Procedures

Observation and evaluation of students displays.

Possible Resources

Adventure: "To Build a Fire" Jack London
"Charles"/S. Jackson
"Luck of Roaring Camp" Bret Hart
Cheerful: "Dust of Snow"/Frost
Irony: "Those Two Boys"/Adams
"John and Jane"/Hardy
"The Lesson of the Moth" Marquis
Mysteries: "Pit and the Pendulum" Poe
"The Holiday Man"/ Matheson
"The Chaser" Collier
"The Legend of Sleepy Hollow" Irving
Sad: "A Loon I Thought It Was" Chippewa
"Lament of A Man for His Son" Indian
"The Crazy Woman" Brooks
"Those Winter Sundays" Hayden

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: READING

SPECIFIC AREA: REFERENCE SKILLS

Alphabetizing and Dictionary	Page	Suggested Grade Placement	District Placement 8	9	10	11	12
The student knows:							
· most systems of ordering are based upon alphabetical sequence.		9-12					
· each title is alphabetized by its first major word omitting articles (a, an, the).							
· each name in a list is alphabetized by last name first.							
· guide words are listed at the top of the page and aid in locating words.							
· the symbols in the pronunciation guide are used to determine pronunciation.							
· many words have multiple meanings based on contextual usage or part of speech.							
· not all forms of words in dictionaries have separate entries.							
· dictionaries vary in completeness and information, e.g., abridged, unabridged, appendices and additional helps.							
· the dictionary is a source which offers more than word definition, e.g., etymologies, important dates, maps, biographies, foreign terms, measurement, scientific mathematical terms.							
The student is able to:							
· select dictionary appropriate to the purpose.							
· use the dictionary key to understand how the dictionary is used.							
· use the division of the dictionary to determine in which half or third words may be found.							
· locate words in a dictionary alphabetically by second letter, third letter, fourth letter, etc.							
· use guide words to locate words on a page.							
· use pronunciation key as an aid to pronouncing words.							
· use the dictionary to locate syllables in a word.							
· use the dictionary to locate the accented syllable in a word.							
· use the dictionary to determine part of speech of words based on contextual usage.							
· use the dictionary to analyze the structure of words and locate etymologies.							
· select word definitions to fit the context and make appropriate applications.							
· locate words in their variant forms (tense, number).							
he student values:							
· the importance of an alphabetical ordering system as an aid to information storage and retrieval.							
· the dictionary as a source of information (pronunciations, definitions, usage, spelling, etymologies, etc.).							

SMALL SCHOOLS PROJECT

SUBJECT: READING

SPECIFIC AREA: REFERENCE SKILLS

Locating / Reference / Library	Page	Suggested Grade Placement	District Placement 8	9	10	11	12
The student knows:							
. books in the library are shelved in groups according to type, e.g., fiction, biography, reference, factual information.		9-12					
. specific books and other materials or groups of books can be located through the card catalog and other visual guides, e.g., shelf labels, wall signs, diagrams.							
. the card catalog is arranged in alphabetical order and cross referenced by subjects, authors or titles.							
. nonfiction books are divided into ten subject groups (Dewey Decimal System).							
. the Reader's Guide and Subject Index to Children's Magazines index magazine articles alphabetically.							
. there are specialized references for locating information: encyclopedias list information alphabetically on a wide range of subjects. atlases are a bound collection of maps, tables, charts. almanacs are annual publications which include calendars, tables and/or other useful information.							
. periodicals and newspapers are sources of current information.							
. vertical files contain pamphlets, clippings, pictures and charts.							
The student is able to:							
. use card catalog to locate specific information, e.g., author, title, call number, number of pages, annotation.							
. locate basic information in magazine index entry, e.g., title of article, title of magazine, pages, date of publication.							
. use appropriate procedures to locate information in reference materials.							
. use the vertical file to locate needed information.							
The student values:							
. the library as an invaluable source of information and pleasure.							

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) ______

State Goal	☐
District Goal	☐
Program Goal	☐

Related Area(s) ______

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
See Small Schools Reading Curriculum grades 4-6 and 7-8 For activities in alphabetizing, dictionary, location reference, library skills.		
		District Resources

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APPENDIX:

SAMPLE COURSES
for
SECONDARY READING

READING IMPROVEMENT
READING RESOURCE CENTER

Joe Harley
Arlington High School
Arlington, Washington

Hooked On Books Approach

Objectives

The student is able to:

1. choose a book of appropriate readability.
2. choose books and periodicals for the purpose of reading for enjoyment.
3. experience the pleasurable aspects of reading and develop attitudes toward reading that both enable the student to enjoy reading and relate it to life itself.
4. set realistic goals for the course in consultation with the teacher.
5. plot weekly program charts for the purpose of attaining the aforementioned goals.
6. diligently work toward a goal within the framework plotted by the individual student.
7. effectively communicate the purposes of activities scheduled in terms of the goal.
8. effectively keep records of progress on the various activities related to both general and individual goals.
9. strive for and show varying degrees of autonomy in learning.
10. evaluate progress both in terms of an individualized goal and in terms of a grade.
11. discuss materials read for enjoyment in terms of literal, interpretive, and critical comprehension.
12. communicate with others through a variety of media, i.e., reading, writing, oral expression, artistic or creative expression.
13. explain the purposes for and demonstrate at least three reading rates.
14. increase reading proficiency through intensive individualized goal oriented study.

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HOOKED ON BOOKS APPROACH

The primary emphasis of this approach is to promote positive attitudes toward reading - i.e., reading is a valuable and worthwhile activity that people can derive pleasure from.

READING RESOURCES: This approach requires that the reading room be well stocked with reading materials. In essence, the reading room is a reading resources center - a place that has a lot of reading resources, i.e., paperbacks, magazines, specialized skills building material.

MAGAZINES: It is possible to acquire 200-300 pounds of free material each month. These materials are located at good-sized post offices in your area. Even small post offices have magazines that they cannot deliver. To acquire these materials one must make arrangements with the local postmaster. Be persistent if necessary but the resources are there. The teacher will have to separate the inappropriate materials from the rest. You need to schedule periodical pick-up at least every two weeks, if not weekly. These materials are designed to sell themselves. Even the most reluctant reader will sell himself on periodicals. And if the materials are taken home, so much the better.

This could well be your most important resource for attitude changing. I have seen reluctant readers eventually subscribe to a periodical that they valued -- and with their own money.

PAPERBACKS: Paperbacks are a pleasant alternative to the textbooks. They come in all different sizes, and even the easiest comes without the stigma of being "for the gradeschool dummy." Paperbacks are designed to sell themselves, so they will create interest. The key to using paperbacks is to have a good selection of books. Most will need to be easy reading and of high interest, and this is not always easy to discern. A thorough knowledge of the paperback in the classroom comes with time and experience but paperback warehouses such as Richs & Adams, Seattle; or Rainier News, Everett will give you some guidelines to work from. Then go from there.

As a general rule:

1. Animal stories are good bets.
2. Books of short stories are good bets.
3. Guiness Book of World Records
4. Books about kids
5. Assorted books at various levels of difficulty

Some great bets include:

The Outsiders
That Was Then, This Is Now
The Pigman
Hotrod
Western Badman

Never Cry Wolf
Where the Red Fern Grows
My Side of the Mountain
Lost Legends of the West
The Black Racer

NOTE: It is desirable to come up with a paperback book rack if you go this approach - and that's a tough order. You will also need a table for the magazines. Magazines can also be stood in chalk-trays and this makes a very colorful display. The key is this: display. If you are to sell it, let it be seen. Magazines in a stack are of little value and neither are paperbacks on a shelf. The very nature of these "street materials" is a colorful eye catching sell. Utilize this strong point for best results.

JOURNAL: The journal can be a way to get the reluctant student to write. It should be non-threatening. At the secondary level you can require two pages one side or one page both sides for each week of class. These writings can be related to their readings, or personal, depending upon the wish of the teacher and/or student. The teacher can read the journal,making positive comments, or the teacher may wish to merely check off the effort on a special form made for this purpose. The students should try to write their own stuff in their journals: however, if a student finds an interesting part in a book, copying should be allowed. If the journal is non-threatening, it is usually not difficult to get the student to write. Journals should be checked weekly, however, to show that you feel it is an important activity, otherwise a few will often slack.

VOCABULARY/SPELLING: List of 20 words each week. Out of this list choose seven or so that are star words, i.e., words that are probably not in the students writing, speaking vocabulary. During the spelling test, use all words except the star words, in a sentence. For the star words, the teacher gives the word and notes that it is a star word. If the students can give a brief definition of this star word, they get an extra credit point. This is an added incentive for learning the meanings of new and difficult words.

TESTING PROCEDURE: I have used the Gates-McGinitie reading test - form E/1,2,3. It will give skills data on Speed/Accuracy/Vocabulary/Comprehension. This data is read as grade scores, i.e., the student is functioning at the 4th grade level in comprehension and the 6th grade level in vocabulary, etc. As there are three forms, you can use a different form for the pretest and a different form for the post test. Share performance levels with students on an individual basis so they know where they are. At this point they are to work toward improving - if that be desirable. The post test will show skill changes.

CONFERENCES: It is important to talk to your students and record their progress. This will give you a chance to learn about them, their goals, needs, expectations. You can talk about what they are reading, you can talk about what they are going to do in their lives, you can talk about their problems - strengths, you can talk about their effort - grades. You should conference with each student as often as you can - once a week is desirable. The initial conference should concern itself with an individualized goal,based on test scores.

STUDENT FILES: Should contain test scores, conference information, grading information, spelling lists - anything you want.

READING DEVELOPMENT

PURPOSE OF CLASS: Teacher's point of view

To provide for the development and enhancement of reading skills through use of appropriate materials and classroom atmosphere.

To provide professional knowledge which will enable students to use those materials which will benefit them most in the improvement of their reading skills.

To inform students of their approximate reading skill levels and to advise them in an individualized goal setting, goal seeking, and reading skill building program.

PURPOSE OF CLASS: Student's point of view

To take advantage of learning materials and professional council available through the Reading Resource Center.

To seriously work toward improving reading proficiency within the framework organized by the Reading Center.

To cooperate in the maintenance of a work/study classroom atmosphere.

To gain invaluable knowledge specific to personal interests and tastes.

To practice the skill of written self expression for the purpose of personal improvement.

PRESENTATION TO STUDENTS - A REALISTIC VIEW OF READING

Reading is a skill. It is a skill like playing a musical instrument, cooking, and sewing, repairing automobiles, or swimming. Reading is not an easy skill to learn; in fact, reading is probably one of the most difficult skills you will have to master in your life. But mastery can be achieved, in time, via the same method used to master swimming and other skills. That method is called practice. There is no such thing as can't. Psychologists prove that students with I.Q.'s of less than 30 (severly retarded) have learned to read and understand complex stories. We are here to be CAN people. To learn to read. To read to learn.

COURSE REQUIREMENTS:

Attendance is very important in this class. Many of the materials available to you for reading skills building are available only in this class. We are fortunate in having the largest collection of current periodicals in this school, perhaps of any school in this country. This is an invaluable resource for the reader. Further, our paperback book collection is quite extensive and should meet the needs and interests of most individuals. Class time missed is reading practice missed. Poor attendance will therefore be a consideration in grading. Any student missing one third of class time will not receive credit for this class.

A journal will be kept by all students in this course wishing to earn credit. The minimum journal requirement consists of entries covering two sides of school rule paper per week of class. As each Tri-mester is twelve weeks in length, the total journal requirement will consist of twelve pages of writing,both sides. Specifics of the journal will be further discussed.

GRADING:

This is not a course seeking to teach you specific bits of information. This is a course designed to afford you an opportunity to better your reading skills. How much you gain from this class depends upon you. It depends upon how hard you work. Because of the nature of this class, there will be no graded tests. The subject of grades will be periodically discussed during teacher-student conferences and will primarily concern itself with COURSE REQUIREMENTS and the efficient use of in-class time. GRADES will be highly individualized and primarily concerned with effort.

Motivation For Course

HOW TO SURVIVE IN SCHOOL

Learning how to learn is essential for school survival. Everybody knows how to learn because basically we are very curious animals and we must satisfy this curiosity by knowing, hence learning.

All creatures are basically curious. Often hunters use this curiosity to trap and kill other less fortunate creatures. Example: varmint calls, whistle at jackrabbits, etc.

Warriors often play on curiosity in war. Example: Booby trap weapons, etc.

So curiosity can be a stimulant to learning, but it can also kill you.

As I mentioned, all animals are curious. With the human animal as well as with other animals, curiosity is the key to learning; it is the starting point. But just plain curiosity is not enough. There are many things in modern society that need to be learned - skills that need to be gained so that you will be capable of surviving in this society with a minimum of hassle.

And where do you learn these skills and knowledge that make survival in our society easier? In school.

But how about surviving in school? Who teaches that? Sometimes when I look around the halls and in some of my classes I wonder.

Many kids haven't learned how to survive in school; many will drop out. Many of those who drop out of school will also drop out of society because they haven't learned how to survive there either. We will let them endure through the welfare system.

So - how do you survive in school? What are the most important tools of survival in the world of school?

As a full time student all of my life- nursery school, 12 years of public school, 6 years of college - I would say:

1. Reading
2. Listening - notetaking
3. Writing

1. Reading

   A. Reading is the key to school survival because most learning comes from books.
   Math - History - English
   There are different ways of reading these books, but it's all reading.

   B. Reading is a skill. It starts with word attack. All skills should be gained by grade 4, then practiced.

At this level there are very few word attack problems but lots of practice is required.

If there is no practice, reading skills will not grow. Some may reach grade 10 reading at grade level 5 or 6.

Concerning speed, the average reading rate is 99-299 w.p.m.
Speed should depend on purpose:

1. skimming
2. pleasure reading
3. study reading

2. Listening

Many people who have low reading skills make up for them by being good listeners.
Modern psychology tells us we remember 10% of what we hear. Take notes to increase recall; then review them. Develop a personal method of shorthand.

3. Writing

   A. Skill - practice

   B. Non-verbal communication - key to survival (testing - communicating learning).

   Writing papers: 3 steps. Rough Draft-Edit-Finished Product

   C. Writing is also a skill and requires much practice.

Learning is very personal. You must find your own methods.

Key to learning: time
don't give up
ask for help
practice

WEEKLY PROGRAM Plan Sheet:

After you have discussed individual goals with students, you can lay out the structure of the course in terms of a basic weekly plan and have the students plan their own reading activities around that basic plan. This method works especially well if you have a variety of programmed materials. The students don't actually have the freedom of anarchy with this approach, and the use of their own planned time should be consistent with the student goals that have been agreed upon. This approach lets the student have some responsibility for his own learning - often good feelings - feelings of being trusted - responsible.

Example: Student's vocabulary is at grade level 7 and comprehension is at grade level 4.8. Student may schedule blocks of time to work on:

SRA Countries & Cultures (comprehension skills only)
SRA Standard
Reader's Digest Skills Builders
Houghton Mifflin Reading text (app. level)
Comprehension activity in magazine/book

The student may schedule any activity that is consistent with his/her goal, if it be a realistic goal.

SAMPLE WEEKLY PLAN

Monday (20 min.)	Read - Everybody Reads - including teacher
(5-10 min.)	Vocabulary/Spelling list - overview
(20 min.)	Assignment. Use each vocabulary word in a proper sentence. Must have beginning capitalization, ending punctuation, and be used properly in the sentence.
Tuesday (20 min.)	Read
(30 min.)	The directed reading lesson skill groups/individualized/ whole class.
Wednesday (20 min.)	Read
(5 min.)	Spelling pretest/game day - Scrabble, Spill & Spell, any variety of word games.
(25 min.)	Handouts dealing with vocabulary - i.e., Seek & Find, Crosswords, etc.
Thursday (20 min.)	Read
(30 min.)	The directed reading lesson same as Tuesday.
Friday (20 min.)	Read
(10-15 min.)	Study time - review.
(10 min.)	Spelling test with star words. Can correct in class. Check off journal requirement.

A LIST OF BASIC MATERIALS

Gates-McGinitie Reading Test Form E 1,2,3

SRA - Countries & Cultures - Secondary level kit which concentrates on comprehension.

SRA - Standard Kit - Appropriate at secondary level and is a general skill building tool.

Reader's Digest Skill Builders - Secondary level materials with a readability range of from grade 4-7+, general skills.

Paperbacks - The more the better. Can have paperback drive, can buy $50. worth at a time. If you buy books, buy some with specific students in mind.

Magazines - Flood the room.

Reading Text - Is not a basic requirement of this approach, though it can be beneficial if you group for purposes of specific skill lessons, exercises.

Research: You can provide your students and supervisors with research by pre and post testing your students and playing with the data for a few days in order to put your findings in a presentable order. By doing research, you can perhaps keep from falling into that hole you dug. Prove it!

300

READING CENTER
Conference Sheet and Evaluation Form

One of our most important tasks is to teach you how to get along without the teacher. After you have considered how much of your learning is directed by you and how much must be directed by the teacher, rate yourself on the scale below.

Teacher Directed	0	1	2	3	4	5	6	7	8	9	Self Directed

This sheet is designed to:

1. Give you and the instructor a chance to talk over what you want to achieve in this course.
2. Give you a chance for self-evaluation
3. Inform you of your grade estimate
4. Provide for a "meeting of the minds" for your final grade
5. Provide opportunity to capitalize on strengths and overcome weaknesses.

Conference I Date____________________ Grade Estimate______________
Goal:

Conference 2 Date____________________ Grade Estimate______________

Conference 3 Date____________________ Grade Estimate______________

Conference 4 Date____________________ Grade Estimate______________

Conference 5 Date____________________ Grade Estimate______________

Conference 6 Date____________________ Grade Estimate______________

Teacher Evaluation

Student Evaluation

PROJECTS COMPLETED ______________________________

	ALWAYS TRUE	MOSTLY TRUE	SOMETIMES TRUE	SELDOM TRUE	NOT TRUE	NOT OBSERVED
1. Tries to solve problems on his own						
2. Asks for needed help from teachers and other students						
3. Has confidence in and enjoys his or her own abilities.						
4. Identifies work necessary to achieve goals and does it.						
5. Completes projects that he or she starts						
6. Applies himself or herself to the work promptly and effeciently						
7. Creative - experiments with words, activities, materials, equipment and techniques, putting them together in new ways. Intiates activities with others. Completes work to his own satisfaction.						
8. Uses class time to his/her best advantage						
9. Comes to class or group meetings on time						
10. Brings needed materials to class						

STUDENT COMMENTS: The things listed below are those that I feel I have done well and am pleased with. I would now like to work on the following things:

NAME	Conference	Journal	Weekly Planning	NAME	Conference	Journal	Weekly Planning	

Week of________________ Period__________ Name___________

Weekly Program

Monday 20 minutes	20 Min.	20 Min.
Tuesday 20 Min.	20 Min.	20 Min.
Wednesday 20 Min.	20 Min.	20 Min.
Thursday 20 Min.	20 Min.	20 Min.
Friday 20 Min.	20 Min.	20.Min.

Student Comments:

Teacher's Comments:

Reading Center

Arlington High School

CORRECTION OF FAULTY READING HABITS

The best way to correst is to prevent. Form the right reading habits from the start. We will help you diagnose your reading to see whether you have any faults. Then we will get to work to remove them.

1. LIP MOVEMENT OR WHISPERING
   Read silently with "still lips" for greater speed. You can read five times as fast silently as you can speak.

2. MENTAL PRONOUNCING
   Avoid this kind of reading. Train yourself to read more rapidly and omit that echoing of sound of words in your mind.

3. MENTAL ATTITUDE
   Build up confidence in yourself and approach the task of reading with pleasureable emotions. If you are indifferent or worried about it, you will not read as well as when you say to yourself, "I can do it!"

4. TOO MANY PAUSES AND BACKWARD EYE MOVEMENTS -- REGRESSIVE MOVEMENTS
   Your eyes should swing from left to right in rhythmical sweeps with no more than two pauses per line. If you find that practice does not overcome this fault, see an oculist.

5. VISUAL CONFUSION
   If you find that letters are blurred or you substitute words for the actual ones printed in the book, have your vision examined.

6. LACK FOR POWER OF ATTENTION
   Get a grip on yourself when you are reading and concentrate on the passage. A good device is to have questions listed which will direct your attention to specific ideas in the passage you are reading.

7. POOR WORD-RECOGNITION
   Do notguess at words by pouncing upon the first few letters and skipping the rest. Use the sentence or context as a clue and notice the whole pattern of the word. Build up your vocabulary.

8. DISREGARD OF PROPER WORD-GROUPING
   Watch the punctuation marks and the structure of the sentence instead of concentrating on individual words. Train your eyespan to take in phrases and clauses as units of meaning.

9. SLOW RATE IN READING
   Comprehension is always more important than speed. More difficult selections will naturally require more time for grasping the thought. No two types of reading need be read at the same rate. No two persons necessarily read at the same rate. There is no such a thing as a normal rate.

Peggy Mayer
Lake Stevens School District
Lake Stevens, Washington

BLOOM WHERE YOU'RE PLANTED

Group Size: 25 students or less recommended.

Needed Materials:

Capital Outlay - (optional) microfiche reader, microfilm reader

Resources:

"Where to Send for Birth, Death, Marriage and Divorce Records," U.S. Govt. Publication
"Genealogical Helper," Genealogy Magazine, (subscription)
Gilforrel, H.G., "How to Find Your Roots" (Impact series)
Everton, George, Handybook for Genealogists
From You to Your Ancestors, from the Church of Latter Day Saints

Consumables - "Your Family Tree," blank volumes to be filled as a personal record of individual family history. Other such empty name books are available.
Keeping A Journal - family group record sheets available from Church of Latter Day Saints, Salt Lake City, Utah

Pupil Selection:

Pupil selection may be based on high ability or high interest, since many of the needed skills will be taught through the course itself. Students should take home a course outline and get a signature from parents okaying their child to be involved in the course. Students may choose to follow only one branch of their family if parents are separated. Adopted children become official members of their adopting families and are treated as such by all genealogical researchers. Children living with foster parents may choose to research the heritage of their foster family. These points should be clarified for students and parents of students interested in participating in the course.

Time Line:

This will easily be able to supply enough activities to fill a semester class, and with little difficulty can be expanded (through literature and history) to fill a year's course.

Field Trips:

At least one field trip to each of the following is highly recommended: (1) Seattle Public Library or Spokane Public Library or other public libraries with genealogical section. (2) A Mormon (LDS) library (Seattle, Tacoma, Spokane). (3) The National Archives at Sand Point.

Student Learning Objectives:

Research Skills

The student is able to:

- order words, names in alphabetical sequence.
- retrive information which is organized according to alphabetical sequence.
- use clue words as an aid to determining sequence.
- use the card catalogue to locate specific information.
- use a microfiche reader and locate information on microfiche.
- use a microfilm reader and locate information on microfilm.
- use a gazetteer.
- use an atlas.
- order materials from public records sources *(knowing what sources are available).

Reading Skills

The student is able to:

- recognize, recall and/or locate significant details from a selection read.
- draw conclusions and substantiate them with reference to a selection read.
- determine whether a selection or incidents in a selection are real or fictitious (knowing that not all material written as fact is true).
- evaluate a selection in terms of the author's credentials and copyright information.
- use some or all of these written aids to gather and retain information: taking notes, outlining, organizing information, developing visuals (graphs, charts, pictures).
- draw relationships and form generalizations from accumulated information.
- skim for general information.
- scan for specific words, names, dates.

Written Expression

- maintain legibility and efficiency when writing in manuscript and cursive form.
- write a social letter in correct form, including addressing the envelope.
- write a business letter in correct form, including addressing the envelope.
- follow oral and written directions.
- fill out forms for ordering information.
- use proofreading to correct errors in: spelling, punctuation, legibility, dates (knowing that communication can be obscured by careless errors).
- evaluate written material and edit for clarity.
- compose a fiction piece based on non-fiction events or characters.

Speech

The student is able to:

- ask questions to clarify meaning or obtain information (interviewing).
- evaluate evidence, draw conclusions and qualify ideas, opinions, and conclusions.
- use proper telephone courtesy for acquiring information.

Literature

The student is able to:

- distinguish between real and imaginary elements in a fictional story.
- distinguish between fiction and non-fiction in literature.

Social Sciences

The student is able to:

- place family characters (members) in schema of history where dates and placenames are available.
- * identify at least two government record sources.
- identify how geography affects people's occupations.
- identify some ways in which government, geography and/or economics can affect the direction people's lives take.
- use the European form for documenting dates (day-month-year).

Math

The student is able to:

- compute time intervals between two given dates.
- utilize dates as a key to judging sequence (generations, lifetimes, etc.).

Science

The student is able to:

- recognize and see relationships between dominant genetic characteristics (redheaded, twins, hemophilia).

FAMILY HISTORY

Activities:

(A) Students will compile as much information regarding their direct lineage (name, birth date/place, death date/place), as they can by questioning parents and grandparents (if available to be interviewed).

(B) Students will experiment with different forms for plotting family tree and will select the one they feel most comfortable with.

(C) Student will investigate further to gain all information possible from sources in their own home (Bibles, photograph albums, etc.) and will file all information.

(D) Students will write to at least one relative not available for interview, to gain additional information.

(E) Students will write to an official source for one of the following: birth record, death record, marriage record, divorce record.

(F) Students will design an historical time line and plot family members on that time line.

(G) Students will compile a list of memorable experiences which they and other family members have lived through (floods, disasters, depression, Watergate, tornadoes, etc.).

(H) Students will read an example of a first person narrative dealing with such an experience (Reader's Digest magazine is an excellent source).

(I) Students will write a short personal narrative of some unusual experience in their own lives. This will be added to Family History journal upon completion of final re-write.

(J) Students will continue with family interviews, now dealing with questions relating to parent's early memories. Students will be taking notes on the interviews.

(K) Students are now ready to prepare for a library visit. They should list all the specific information they want to find. Military records, town records, or period pieces on a place relatives lived or events they participated in (Gold rush, etc.). If students were born locally they can use newspaper morgue to find their birth announcement.

(L) Library visit - At this time students are introduced to sections of the library, materials on file, and the procedures for retrieval - check out, microfiche, microfilm, use of machines including photocopier.

FAMILY HISTORY (Continued)

(M) Students need to take some time out now to study how records are kept. Birth, death records, etc. can be discussed even more effectively if resource persons from the community can be utilized - Doctors to show how birth/death certificates are filed. Minister to show marriage certificate, baptism records. Lawyer to show how wills are set up. Census records are discussed at this time, too.

(N) Students are ready to send out for additional records. Teacher should guide them as to what records will provide the most usable information.

(O) Immigration and the times in our history when immigration reached peak periods, should now be discussed, since many students will have gotten back this far. How names are altered, name origins, reasons for people emigrating to the U.S. can be covered. Film resources fit in well here: "The Immigrants" for example, and "Triangle Fire" are both films which deal with this subject.

(P) When a student can trace his family to another country, then he/she is ready to do a "cultural factsheet" on that country. This will involve going to at least five different sources to make a list of information on the culture of that country. Students should try to focus in on conditions in that country prior to the time their relatives emigrated.

(Q) Although "Genealogical Helper" magazine may have been used prior to this point in the course, now is a good time to review it with the entire group. How to judge whether a source or resource person listed there may be of value to each student can be discussed. Personal and/or business letter forms should be reviewed again before students send for any information.

(R) A short session dealing with genetics (dominant traits, etc.) does well inserted at this point. Hair color, twins, certain illnesses that may run in the family can be identified and included in the family history. How have family members died? How many children did different generations have? Child mortality, life expectancies for different generations can be graphed and discussed by the entire group. Perhaps a doctor from the community would come to your class to discuss how accurately the students observations reflect the history of medicine in this country.

(S) Students should now move away from the medical/scientific view of their family, into the economic history of their family. Students, through the use of interviews and census records, make a chart of family occupations, professions, and livelihoods. They may either plot the occupations of their direct line of progenitors back through several generations, or they may do a comparative view of what one generation of relatives did (great grandfather, greatgrandmother, great uncles and aunts). Once students have compiled this information, you will want to help them view this information against the backdrop of American History, industrial advances, agriculture, etc. Again, films fit in well: "Triangle Fire," "Grapes of Wrath," and others.

FAMILY HISTORY (Continued)

(T) Map making skills can be dealt with by having students design large U.S. maps and plotting their family's movements in this country. It can be used further by having students identify the occupations each of these family members were involved in. Then students can view relationships between geographical setting and economic orientation.

(U) At this point the historical novel and biographies, and autobiography work can be done. If time allows you may choose to have your students read an example of each. If your time is more limited you can discuss the special nature of each, and then concentrate on the historical novel. You may either select one piece to be read by all, or may divide class between three books. Examples of possible choices for this section:

Nicholas and Alexandra (advanced)
Gone with the Wind
Roots
Powder Keg (low readers)
Johnny Tremaine
Grapes of Wrath

Students should identify the period their book deals with, they should choose 3 non-fiction sources that deal with that time period, and then after group or class discussion of factual information, they may read the novel. Students should be encouraged to note how the author shows his knowledge of the time period through his use of factual elements in creating his fictional story.

(V) After reading historical fiction, students can now move to writing historical fiction (likewise, if they read biography or autobriography you may have them move to writing in one of those areas). This task will require of them that they first choose their genre, then identify their character, then assemble and organize their notes. Another trip to libraries or Archives may be called for here. This will help to expand the students use of the library by moving him/her to new sections of the library (history, art, and the 800's for writing technique books).

(W) Fine arts blend in well at this point in the student investigations. Paintings and etchings were at one time man's primary means of "capturing" his world. They were the photographs of the past. Artists who lend themselves particularly to this type of study are:

Norman Rockwell
Winslow Homer
Frederick Remington
Charles Russell

. Music of periods can also be dealt with and sampled.

. To lend closure to this segment students can create a slide montage of art or a musical montage which follows history (or it can be a class project where music accompanies art slides and it can even be assembled for presentation during an open house).

(X) Toward the end of your course, you will need to have all the students sit down, sort out, and begin final assembly of all the information they have gathered so far. At this time review of the importance of hand-

FAMILY HISTORY (Continued)

writing legibility, and accuracy in transposing, European dating systems, etc. Have students categorize their notes, determine facts you have verified as opposed to "as far as can be determined" type information. When students have done this they can work on their final copy family tree chart.

When they have utilized and recorded in final form all information they now have, they will be able to make judgments as to what things they would still like to investigate further. Perhaps there is one family line they still want to track down, or one historical period that fascinated them. Whatever it is, help them determine how to "attack" the problem most fruitfully.

(Y) This last segment before closing the course should be spent on course analysis. You can type a form for students to discuss and fill out, or you can simply have class discussions with master notes on the chalkboard (or tape the discussions).

Sample Form:

What did you like the most?
What surprised you the most (something you learned that you didn't expect?)
What bored you?
What did you find most challenging?
What would you add to this class?
What would you have left out?
Would you have taken the course if you had known what you know now?

(Z) Final assembly - Students do the final composing and documentation. All this information goes into their bound Family Album. They cover and self-bind their historical short story, mini-biography, autobiography.

They do a class presentation (they present their most significant findings or accomplishments to the group).

Brenda D. Culbertson
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SURVIVAL IN THE CLASSROOM/WORLD

Purpose: This course is designed to enable disabled readers to survive both in the classroom and in the real world. Included will be an outline of materials to be covered and a list of suggested resources to be used in implementing the course.

Group Size: 15 students

Pupil Selection: Students included in this course are those who: test 2-4 grades below level, have reading and motivational deficiencies, often show frustration in regular classroom situations because they are unable to handle the reading material.

Course Outline

I. VOCABULARY/COMPREHENSION

OBJECTIVES:

The student is able to:

- expand general vocabulary through involvement in reading.
- use the dictionary for appropriate definitions and usage.
- use the thesaurus to locate synonyms, antonyms and specialized vocabulary.
- use punctuation marks as an aid to getting meaning in silent and oral reading.
- determing the meaning signaled by commas.
- determine whether quotation marks are used to indicate words spoken or to identify special names or titles.
- determine whether the apostrophe signals a contraction or a possessive.
- use the context for the purpose of getting the meaning of an unknown word or assigning the appropriate meaning to a word having multiple meanings.
- recognize, recall and locate sequence (when explicitly stated) from a selection read.
- recognize, recall and locate comparisons (when explicitly stated) from a selection read.
- infer cause and effect relationships.
- draw conclusions and substantiate them with reference to the material read.

The student values:

- and appreciates the power of words.
- an expanding vocabulary as an aid to understanding and communication.
- an understanding of the use of punctuation as an aid to comprehension.

SKILLS:

A. Antonyms/Synonyms
B. Base Words
C. Cause/Effect
D. Context
E. Comma (general)
F. Comparison
G. Compounds
H. Conclusions
I. Contraction
J. Details
K. Dictionary - Entry Word
L. Inferences
M. Main Ideas
N. Outcomes
O. Prefixes/Suffixes
P. Sequence
Q. Quotation Marks

Resources

1. Vistas Program - Houghton Mifflin
2. Houghton Mifflin Reading Program - "Impressions"6 "Encore"7 "Accents"8
3. "Study Skills" - Allyn and Bacon, Inc.
4. Tactics in Reading
5. Aud-X Study Guide Set DEFA EDL - McGraw-Hill
6. "Be A Better Reader" - Nila Banton Smith - Prentice Hall
7. Kaleidoscope Reading Program Addison-Wesely Pub. Co.
8. Extending Reading Skills - McCormick-Mathers Pub. Co.
9. Specific Skills Series, "Locating the Answer" - Barnell Loft, LTD.
10. "Read Better-Learn More" - Ginn and Co.
11. Tactics in Reading - Scott Foresman
12. Go Reading in Content Area: Scholastic

II. REFERENCE AND STUDY

OBJECTIVES: (See Small Schools Objectives, pages 78-79.)

SKILLS:

A. Alphabetical Order
B. Card catalog, using a
C. Classifying
D. Dictionary guide words
E. Encyclopedia
F. Index
G. Paragraph, summarizing
H. Paragraph topics, identifying
I. Table of Contents

1. Extending Reading Skills - McCormick-Mathers Pub. Co.
2. Real Life Reading Skills Scholastic Book Service
3. Everyday Reading and Writing - New Readers Press
4. Houghton Mifflin Reading Program
5. Aud-X Study Guide, Set DEFA - McGraw-Hill
6. "Listen and Write" - Mcgraw McGraw-Hill
7. Study Skills - Allyn and Bacon, Inc.
8. "Let's Look It Up" - New Readers Press

III. SURVIVAL

OBJECTIVES: (See Small Schools Objectives, pages 63 & 92)

SKILLS:

A. Directions
B. Maps
C. Diagrams
D. Charts
E. Graphs
F. Tests

1. Vistas - Houghton Mifflin
2. "Be A Better Reader" - Prentice Hall
3. "Go-Reading in Content Areas" Scholastic
4. "Let's Look It Up" -New Readers Press
5. "Study Skills" - Allyn & Bacon, Inc.
6. "Listen and Write" - McGraw-Hill
7. "Everyday Reading and Writing" New Readers Press
8. "Real Life Reading Skills" - Scholastic Book Services
9. "Extending Reading Skills" - McCormick-Mathers Pub. Co.
10. "Read Better-Learn More" - Ginn and Co.
11. "Read the Instructions First" New Readers Press
12. Houghton Mifflin Reading Program
13. "Its On The Map" - New Readers Press

IV. LITERARY

OBJECTIVES: (See Small Schools Objectives, page 74.)

SKILLS:

A. Biography
B. Autobiography
C. Fiction
D. Non-Fiction
E. Dialogue/Narrative (Recognize)
F. Story Elements

1. Houghton-Mifflin Reading Program
2. Vistas - Reading Program Houghton Mifflin
3. Go Reading in Content Areas Scholastic

V. LANGUAGE

OBJECTIVES: (Small Schools Objectives, pages 96-99, 109-110, 115.)

SKILLS:

- A. Nouns, common and proper
- B. Nouns, possessive
- C. Verb tenses, past, present
- D. Sentences, four kinds
- E. Paragraph, writing a short
- F. Letter, friendly
- G. Letter, business
- H. Proofreading

1. "Everybody Reading and Writing" - New Readers Press
2. "Listen and Write" - McGraw-McGraw-Hill
3. Vistas - Houghton Mifflin
4. Houghton Mifflin Reading Program

VI. SURVIVAL IN THE WORLD

Telephone Skills

- A. Using Telephone Directory
  - 1. White pages
    - a. Guide words
    - b. Abbreviations
    - c. Business numbers
    - d. Government offices
  - 2. Yellow pages
    - a. Guide words
    - b. Abbreviations
- B. Making Phone Calls
  - 1. Kinds of long distance calls
  - 2. Area codes - zip codes
  - 3. Figuring costs
  - 4. Time zones and area codes
- C Telephone Courtesy
  - 1. Personal calls
  - 2. Business calls
  - 3. Messages at home
  - 4. Making emergency calls
- D. Using a business phone
  - 1. Messages
- E. Getting your own phone
  - 1. Figuring costs
  - 2. Reading the phone bill
- F. Sending telegrams
  - 1. Kinds of telegrams
  - 2. Paying for telegram
  - 3. Writing a telegram
  - 4. Sending telegraphic money order
  - 5. Sending gifts

Resources

1. "Using the Telephone" - text and skillsbook
2. "Everyday Reading and Writing" New Readers Press
3. Vistas - Houghton Mifflin
4. Local telephone book
5. Materials and equipment from telephone company
6. Field trip to telephone company

Job Skills (Small Schools Objectives, p.17.)

- A. Job Aptitude Tests
- B. Working papers
- C. Applying for a job
- D. Applying for Civil Service Exam
- E. Interviewing for a job
- F. Job related forms
- G. Applying for Social Security
- H. Reading paycheck stubs

1. Vistas - Houghton Mifflin
2. "Listen & Write"-McGraw Hill
3. "Forms in Your Future" - Globe
4. "Real Life Reading Skills"- Scholastic
5. SRA Coping Skills
6. "Everyday Reading"- New Readers Press

VI. SURVIVAL IN THE WORLD (continued)

Transportation Skills

A. Road/City Maps
B. How to Read Signs
    1. What are signs?
    2. Highway and safety signs
C. Schedules
    1. Bus
    2. Ferry
    3. Train
    4. Airplane

1. "Everyday Reading"-New Readers Press
2. "Real Life Reading Skills" - Scholastic
3. Washington State Driver's Manual
4. "Signs Around Town" - New Readers Press
5. "Its On The Map" - New Readers Press
6. Sample schedules

Legal Language/Fine Print
(Small Schools Objectives, pages 18-19.)

A. Motor Vehicle Laws
B. Motor Vehicle Repair Law
C. Income Tax
D. Naturalization
E. Jury Duty Notice
F. Organ Donor Card
G. Employment Agency Contract
H. Retail Credit
I. Truth in Lending
J. Fishing License
K. Guarantee (Warranty)
L. Social Security Rights
M. Insurance
N. Lease
O. Eviction Action
P. Traffic Ticket
Q. Wills
R. Legal Guardian

1. Survival in Washington State
2. SRA Coping Skills
3. "Everyday Reading and Writing" - New Readers Press
4. Practice in Survival Reading - "Caution - Fine Print Ahead" - New Readers Press
5. Forms in Your Future - Globe
6. Washington Drivers Manual

Consumer Reading (Small Schools Objectives, pp. 17-19.)

A. Labels
B. Filling out an order form
C. Reading a sales slip
D. Using a checking account
E. Using a savings account
F. Using a Credit Card
G. Using Entertainment guide
H. Reading a menu
I. Reading your utility bill
J. Reading your bank statement
K. Understanding unit pricing
L. Sales tax
M. Fact or Opinion/Propaganda
N. Travel Information
O. Post Office Skills & Services

1. "Real Life Reading Skills" - Scholastic
2. Vistas - Houghton Mifflin
3. "Everyday Reading" - New Reading Press
4. Practice in Survival Reading -
    a. "Caution: Fine Print Ahead"
    b. "Label Talk"
5. Forms in the Future - Globe

VI. SURVIVAL IN THE WORLD (continued)

Newspaper/Magazine (Small Schools Objec., p.77.)

- A. Use of Index
- B. Reading for Entertainment
  - 1. TV-Theater Schedule
  - 2. Restaurant Information
- C. Reading Advertisements
- D. Reading Classified Ads
- E. News stories
- F. Editorials
- G. Political Cartoons
- H. Weather Information
- I. Shipping & Tides information
- J. Sports Section
- K. Financial Section
- L. Feature page

1. Newspaper Workshop: Understanding Your Newspaper - Globe Book Co.
2. "Real Life Reading Skills" - Scholastic
3. "Signs Around Town" - New Readers Press
4. Your Daily Paper - New Readers Press
5. Vista - Houghton Mifflin
6. "Everyday Reading & Writing" - New Readers Press
7. P.I. - Times - Workshops
8. Local Newspaper

TESTS

*Suggested tests for Reading Assessment

A. SHARP

Senior High Assessment of Reading Performance - McGraw Hill

or

B. PAIR

Performance Assessment in Reading (Junior High) - McGraw Hill

C. Prescriptive Reading Test - McGraw Hill

D. Locator Test, California Achievement Tests - McGraw Hill

TAXONOMY OF READING COMPREHENSION

BY
THOMAS C. BARRETT

1.0 Literal Comprehension. Literal comprehension requires the recognition or recall of ideas, information, and happenings that are explicitly stated in the materials read. Recognition Tasks, which frequently take the form of purposes for reading, require the student to locate or identify explicit statements in the reading selection itself or in exercises that use the explicit content of the reading selection. Recall Tasks demand the student to produce from memory explicit statements from a selection; such tasks are often in the form of questions teachers pose to students after a reading is completed. Two additional comments seem warranted with regard to literal comprehension tasks. First, although literal comprehension tasks can be overused, their importance cannot be denied, since a student's ability to deal with such tasks is fundamental to his ability to deal with other types of comprehension tasks. Second, all literal comprehension tasks are not necessarily of equal difficulty. For example, the recognition or recall of a single fact or incident may be somewhat easier than the recognition or recall of a number of facts or incidents, while a more difficult task than either of these two may be the recognition or recall of a number of events or incidents and the sequence of their occurrence. Also related to this concern is the hypothesis that a recall task is usually more difficult than a recognition task, when the two tasks deal with the same content and are of the same nature. Some examples[1] of literal comprehension tasks are:

1.1 Recognition or Recall of Details. The student is required to locate or identify or to call up from memory such facts as the names of characters, the time a story took place, the setting of a story, or an incident described in a story, when such facts are explicitly stated in the selection.

1.2 Recognition or Recall of Main Ideas. The student is asked to locate or identify or to produce from memory an explicit statement in or from a selection which is the main idea of a paragraph or a larger portion from the selection.

1.3 Recognition or Recall of Sequence. The student is required to locate or identify or to call up from memory the order of incidents or actions explicitly stated in the selection.

1.4 Recognition or Recall of Comparisons. The student is requested to locate or identify or to produce from memory likenesses and differences among characters, times in history, or places that are explicitly compared by an author.

1.5 Recognition or Recall of Cause and Effect Relationships. The student in this instance may be required to locate or identify or to produce from memory reasons for certain incidents, events, or characters' actions explicity state in the selection.

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[1] Although the examples in this category and in those that follow are logically ordered from easy to difficult, it is recognized that such a finite hierarchy has not been validated. Therefore, the user of the Taxonomy should view the examples as some of the tasks that might be used to help students produce comprehension products that relate to the type of comprehension described in each of the four major categories of the Taxonomy.

1.6 **Recognition or Recall of Character Traits**. The student is requested to identify or locate or to call up from memory statements about a character which help to point up the type of person he was, when such statements were made by the author of the selection.

2.0 **Inferential Comprehension**. Inferential comprehension is demonstrated by the student when he uses a synthesis of the literal content of a selection, his personal knowledge, his intuition and his imagination as a basis for conjectures or hypotheses. Conjectures or hypotheses derived in this manner may be along convergent or divergent lines depending on the nature of the task and the reading materials involved. For example, inferential tasks related to narrative selections may permit more divergent or creative conjectures because of the open ended possibilities provided by such writing. On the other hand, expository selections because of their content may call for convergent hypotheses more often than not. In either instance students may or may not be called upon to indicate the rationale underlying their hypotheses or conjectures. Although such a requirement would seem to be more appropriate for convergent rather than divergent hypotheses. Generally, then, inferential comprehension is elicited by purposes for reading and teachers' questions which demand thinking and imagination that are stimulated by, but go beyond the printed page. Examples of inferential tasks related to reading are:

2.1 **Inferring Supporting Details**. In this instance, the student is asked to conjecture about additional facts the author might have included in the selection which would have made it more informative, interesting or appealing.

2.2 **Inferring the Main Idea**. The student is required to provide the main idea, general significance, theme, or moral which is not explicitly stated in the selection.

2.3 **Inferring Sequence**. The student, in this case, may be requested to conjecture as to what action or incident might have taken place between two explicitly stated actions or incidents; or he may be asked to hypothesize about what would happen next if the selection hypothesize about the beginning of a story if the author had not started where he did.

2.4 **Inferring Comparisons**. The student is required to infer likenesses and differences in characters, times, or places. Such inferential comparisons revolve around ideas such as: "here and there," "than and now," "he and he," "he and she," and "she and she."

2.5 **Inferring Cause and Effect Relationships**. The student is required to hypothesize about the motives of characters and their interactions with others and with time and place. He may also be required to conjecture as to what caused the author to include certain ideas, words, characterizations and actions in this writing.

2.6 **Inferring Character Traits**. In this case, the student may be asked to hypothesize about the nature of characters on the basis of explicit clues presented in the selection.

2.7 **Predicting Outcomes**. The student is requested to read an initial portion of selection and on the basis of this reading he conjectures about the outcome of the selection.

2.8 **Inferring About Figurative Language**. The student, in this instance, is asked to infer literal meanings from the author's figurative use of language.

3.0 Evaluation. Evaluation is demonstrated by a student when he makes judgments about the content of a reading selection by comparing it with external criteria, e.g., information provided by the teacher on the subject, authorities on the subject, or by accredited written sources on the subject; or with internal criteria, e.g., the reader's experiences, knowledge, or values related to the subject under consideration. In essence, evaluation requires students to make judgments about the content of their reading, judgments that have to do with its accuracy, acceptablity, worth, desirability, completeness, suitability, timeliness, quality, truthfulness, or probability of occurrence. Examples of evaluation tasks related to reading are:

3.1 Judgments of Reality or Fantasy. The student is requested to determine whether incidents, events, or characters in a selection could have existed or occurred in real life on the basis of his experience.

3.2 Judgments of Fact or Opinion. In this case the student is asked to decide whether the author is presenting information which can be supported with objective data or whether the author is attempting to sway the reader's thinking through the use of subjective content that has overtones of propaganda.

3.3 Judgments of Adequacy or Validity. Tasks of this type call for the reader to judge whether the author's treatment of a subject is accurate and complete when compared to other sources on the subject. In this instance, then, the reader is called upon to compare written sources of information with an eye toward their agreements or disagreements, their completeness or incompleteness, and their thoroughness or superficiality in dealing with a subject.

3.4 Judgments of Appropriateness. Evaluation tasks of this type require the student to determine whether certain selections or parts of selections are relevant and can make a contribution to resolving an issue or a problem. For example, a student may be requested to judge the part of a selection which most appropriately describes a character. Or he may be called upon to determine which references will make significant contributions to a report he is preparing.

3.5 Judgments of Worth, Desirability, or Acceptability. In this instance, the student may be requested to pass judgments on the suitability of a character's action in a particular incident or episode. Was the character right or wrong, good or bad, or somewhere in between? Tasks of this nature call for opinions based on the values the reader has acquired through his personal experiences.

4.0 Appreciation. Appreciation involves all the previously cited cognitive dimensions of reading, for it deals with the psychological, and aesthetic impact of the selection on the reader. Appreciation calls for the student to be emotionally and aesthetically sensitive to the work and to have a reaction to the worth of its psychological and artistic elements. Appreciation includes both knowledge of and emotional response to literary techniques, forms, styles, and structures. Examples of tasks that involve appreciation are:

4.1 Emotional Response to the Content. The student is requested to demonstrate his reaction to a selection in terms the visceral effect it had on him. The emotional impact of a work may have to do with such things as its ability to stimulate and sustain interest, excitement, boredom, fear, hate, or amusement on the part of the reader.

4.2 Identification with Characters and Incidents. Tasks of this nature will elicit responses from the reader that demonstrate his sensitivity to, sympathy for, or empathy with characters and events portrayed by the author.

4.3 Reactions to the Author's Use of Language. In this instance, the student is required to recognize and respond to the author's craftsmanship in his use of words. Such tasks deal with the semantic dimensions of a selection, e.g., the connotations and denotations of work.

4.4 Imagery. In this instance, the reader is called upon to recognize and respond to the author's artistic ability to "point word pictures" that cause him to visualize, smell, taste, hear, or feel the things the author is describing.

CRITERIA FOR A SOUND READING PROGRAM IN HIGH SCHOOL AND COLLEGE

By Virginia Anderson, Margarethe Livesay and H. Alan Robinson

1. A sound reading program is planned cooperatively by the total staff or adequate representation of the staff.
2. A sound program is directed toward specific goals leading to independence in reading..
3. It is balanced and is therefore concerned with all aspects of reading.
4. It provides for basic skill instruction with directed application to a variety of reading situations.
5. A sound program provides for the individual reading needs of all students based on adequate diagnosis.
6. It adjusts instruction and materials to those individual needs.
7. It endeavors to make students cognizant of their strengths, weaknesses, and goals through a continuous evaluation program.
8. In a sound program subject-matter teachers teach the reading skills pertinent to their own subjects.
9. In-service training is a continuing factor in a sound reading program.
10. The program is understood by students, school personnel, parents, and the community
11. A sound reading program must be continuously evaluated in terms of specific goals.